

# The Clearing House

*A journal for modern junior and senior high schools*

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We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

Vol. 15

DECEMBER 1940

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# MATURITY

# IN URBAN LIVING

A 9th-grade integration of  
science and social problems

By

N. E. BINGHAM

**A**DOLESCENTS live at an accelerated pace. Most ninth graders are in adolescence. They grow rapidly. They mature socially. They test accustomed habits of action. Their outlook broadens. They are re-orienting themselves in an ever-expanding world. Are not these tendencies the clue to the kind of educative experiences they should have?

The world in which they are re-orienting themselves is a complex and interrelated one. Social science is principally concerned with the study and betterment of living conditions in that world. But how did that world develop? How can all of us live

most intelligently, most richly, most wisely in that world?

It is through the application of science in meeting everyday needs that our cities have been built. Man learned to control energy. He constructed machines to do his work. Efficient use of those machines depended upon increased specialization in the manufacture of goods. With increased specialization came the standardization of product and mass production. The production of large quantities of standardized goods was in turn dependent upon improved, efficient means of transportation and upon the efficient use of energy in the operation of the numerous production machines. Large numbers of people had to live in close proximity to the industrial and commercial centers which developed.

New problems of living and management arose. Problems of housing, of health, of recreation, of making a living—these are issues within the field of social science. Their solution involves the intelligent application of science. Science apart from a social setting is meaningless. Likewise, social science based on other than a scientific foundation is fiction. All of the really important problems of today require an intelligent concern for society as well as an understanding of many of the developments of science.

—■—

EDITOR'S NOTE: *The ninth-grade pupils and the teachers at Lincoln School, Teachers College, New York City, found science and social science inseparable in interpreting and meeting basic problems of individuals and society, reports the author. The teachers who had a hand in developing the course, which "has proved very successful with four different ninth-grade groups", represent the fields of social science, household arts, physical education, nursing, and science. Dr. Bingham, science teacher, states that much of what is said in this article is the result of hours spent in conferences by the cooperating teachers.*

Why attempt to separate the inseparable in our school work? Why not cooperatively plan, disregarding subject lines, but seeing in what ways the materials and methods of different subject areas, particularly science and social science, can be most effectively used in re-orienting these adolescents in the world around them?

Cooperative teacher planning is not enough. Pupils also must share in the planning, for they vary, individually and as class groups, in the experimental background and interests they possess. We as teachers know many of their needs, but we never know completely their awareness of certain needs nor the immediacy of their concern about these needs.

We are finding that pupil motivation and achievement is maintained at a very high level by (1) careful planning by the teachers concerning the needs of the pupils, and materials and experiences which should prove valuable in meeting these needs, (2) cooperative, democratic planning between pupils and teachers, (3) a continued revision of programs in the light of pupil background, interests, and purposes.

*Needs of Adolescents as General Objectives.* What are the needs of adolescents in our democratic society? What are the particular needs of ninth-grade pupils at the Lincoln School?

We believe that they should progress in understanding and appreciation of their own physical, social, intellectual, and emotional needs.

More specifically, we believe that their physical needs are food, clothing, shelter, activity, and protection from disease. Their social needs are security and success in present contacts with youth, adults, and children—these to be attained through responsible participation in socially significant activities. They further need to formulate hypotheses as to how they may establish social, economic, and intellectual success in later life by sharing in the development of changing institutions.

Their mental needs are growth in ability to see problems in their physical and social environment, to define them more accurately, to formulate hypotheses for their solution, to collect data to test these hypotheses, and to arrive at tenable solutions.

Their emotional needs are a personal stability and vitality achieved through a harmonious integration of all in-school and out-of-school experiences. This personal integration in turn better enables the pupils to meet their physical, social, intellectual, and aesthetic needs by making each experience a vital one. Throughout all of their experiences they need to achieve a sense of well-being and of personal worth.

The foregoing division of needs is purely for purposes of analysis, and never appears in the emerging program. Pupils are integral beings. Any factor which affects any one of their aforementioned needs likewise affects other phases of pupil personality and development.

Progress in the general direction I have indicated results in increased maturity of the kind we are striving to attain. That is, pupils know better what to prefer, in the many choices they are daily called upon to make, rather than to accept what they are told to prefer by the many and frequently opposing vested interest groups in society.

*Meeting Specific Objectives.* The general objectives outlined may seem far removed from the classroom. Indeed, they suggest little of the specific program. They serve, however, as an indispensable set of criteria for judging the worth of problems, procedures, and activities.

With what problems are these boys and girls most concerned? What are the pupil objectives? How do we try to meet these objectives? Discussion of specific objectives and activities differs for each of the classes with which we have experimented. This will always be true when pupils share in determining the scope and sequence of the curriculum they study.

Problems and activities which have been selected focus upon the individual, the individual in his environment, the family, the family in the community, and the community in relation to other communities. Successive classes have studied: How do we maintain our health? How do we interpret our city life by studying that of a rural community? How do we use machines to do our work? How do we obtain clothing most suitable for us? What is good housing and how can we provide it? How does the food we eat affect our well-being? How can we have satisfying recreation? What is our relation to the current happenings in the world?

We have outlined our objectives on the following pages, with descriptions of the ways in which we attempt to reach them.

# 1. How do we maintain our health?

## a. Certain habits are essential:

(1) A balanced program of work, rest, and recreation.

(2) An understanding of the way we see enables us to work more efficiently without injury to vision.

(3) Food, exercise, and posture are related to fatigue.

The tests of the school health examination are performed and studied. These include the usual vision test, the location of the blind spot, the adjustment of the iris to light intensity, the method of focusing both eyes on the same object, the muscular movement of the eyes when reading, a comparison of the structure of the eye to a camera, the transmission of light through lenses, the care of lenses and alignment in glasses, the way poor sun glasses destroy vision, the intensity of light required for reading, and the provision of suitable light for reading which is of sufficient intensity, without glare, diffuse, and uniform. Pupils gain a fundamental knowledge of the functions of the body in relation to personal health.

## b. Social contacts and habits affect personal health:

(1) Infectious diseases are spread by careless personal and social habits.

(2) Certain conditions favor growth and spread of disease-producing organisms.

(3) The growth of organisms is prevented by sanitary measures, by cooling and by sterilization.

An introduction is given to personal and social health problems which arise from urban living and from a wide range of income levels. Pertinent consumer problems come in here, and they continue to come in each problem considered throughout the year. Pupil experiences range from judging the value of a new reading lamp to studying bacteria and their dissemination throughout the city.

## c. Some aspects of health are best cared for by organized groups.

A study is made of the ways in which the people in a community organize themselves to provide good health, and of their failures in meeting the needs of large groups.

Consideration is given to the work of the city health department, which insures our water and food supplies against contamination, maintains sanitation, controls epidemic diseases, and safeguards the health of children.

The class investigates the different plans for providing medical care: private medicine, insurance, and socialized medicine. The adequacy of medical service provided for different income levels is investigated in our city and in the nation. Ways of making these services increasingly available are considered.

# 2. How can we interpret our city life by studying that of a rural community?

a. Basic needs of life are easier to recognize and study in the country than they are in the city.

Life in the country is less complex than that in the city. People are less dependent upon others for the goods and services they need. So the class moves to and spends a week in an isolated rural community, participating in activities familiar to rural boys and girls, and studying the community life and industries indigenous to the immediate vicinity. These experiences give orientation for later study of urban life.

Pupils participate in planning, preparing and serving meals, in caring for the home, in doing farm chores, in furnishing fuel for the fires, in repairing buildings, in draining the soil, and in caring for and preserving foodstuffs. Their use of hand tools introduces the study of simple machines.

b. A cooperative venture in a community does much to weld a class into an adjusted social group.

Pupils learn much about the value of organization in their home-making activities. They learn to cooperate better in all of the many tasks they choose to do. They learn to know each other better when making the many adjustments necessary while living, working, and playing together. Many common health problems are met and solved in their daily living. Their participation in tasks of rural boys and girls gives them a new respect for the art and handicrafts they find in these rural homes.

*c. Industrial centers are dependent upon natural resources.*

Pupils become aware of problems involving interrelationships among forests, soils, wild life, flood control, mineral wealth, and man's economic activities.

*d. Life on farms and in small communities has certain advantages and disadvantages in comparison with that in the city.*

Pupils study the relations between farmers and their hired help, between employers in small industries and the laborers who work in their factories. They consider the recreational opportunities, the economic aspects of farming insofar as they are able, and the health conditions of the families in the rural community.

3. How do we use the machine to do our work?

*a. Work is made easier by simple hand machines.*

The operation of simple machines is considered in the laboratory as an outgrowth of the rural experiences of the class. Household machines are used to illustrate the principles of operation. Ways in which these simple machines affect our daily life are emphasized. The study of these simple machines is accompanied by a view of the early society in which they were used.

*b. We substitute power for labor in operating our machines.*

(1) Windmills and water wheels convert the energy of wind and water into useful work.

(2) Steam boilers and engines convert the energy of coal into useful work.

(3) The internal combustion engine, which is particularly adapted to transportation uses, converts the energy of fuels into useful work.

(4) The dynamo converts mechanical

energy into electrical energy, which is readily distributed and easily converted into heat, light, and mechanical power in convenient, efficient units.

The coming of the Industrial Revolution, the importance of invention, the use of the machine in displacing human effort, and the effect of the machine on home arts and crafts are well illustrated by the history of the development of spinning. Such study shows the growth of the spinning process, accompanying the development of urban civilization. The relation of the machine used to the amounts and quality of yarn spun is seen.

Pupils investigate the operation of water wheels, steam engines, and internal combustion engines. They study the manufacture, operation, and safe driving of the automobile. Problems involved in the generation, transmission, and use of electrical power are discussed.

*c. The substitution of power for labor has changed our way of living.*

Study is made of the effects of substitution of power for hand labor upon the quantity and quality of goods produced, the distribution of goods, the means of communication, the kind of work people do, and the conditions under which people work.

What interrelations exist among mass production of goods, the development of cities, and the growth of industry and big business? What unemployment problems have grown out of this shift and what means of solving these problems are being employed? What new hazards to the health and safety of the people have come from the increased use of the machine, and what is being done to lessen these hazards?

How does art enter into the design of machine-made products, and in turn, what is the place of the machine in the newer art that is developing?

4. The suitability of clothing varies with the individual.

A study of clothing is important insofar as it helps us to understand materials and the manufacturing processes used in making them, to the end that we may buy economically, with our budget money, clothes that are emotionally and aesthetically satisfying.

5. Housing limits or enhances the life in a community.

*a. Conveniences and space allow privacy, recreational and other leisure time pursuits.*

*b. Architecture and interior design, ar-*

rangement, decoration allow individual expression.

c. Light, ventilation, and heating affect health.

d. Quality construction permits economy in upkeep and operation.

The historical aspects of housing are considered briefly. A survey is made of the living conditions in the homes in our community. An attempt is made to see both good and inadequate housing. The housing of our community is compared with that of other communities. Minimum standards of housing in terms of human welfare are developed. An effort is made to understand the economic causes underlying the prevalence of inadequate housing in our community, in other communities, and in the past. The new government housing projects are studied.

Laboratory experiments are performed with different methods of heating, insulating, air conditioning, and wiring of homes. Labor-saving devices are studied from the standpoint of operation, maintenance, economy, and usefulness.

#### 6. The food we eat affects our well-being.

Social problems in this area relate to those brought out in the study of housing. They include the following: What evidences of malnutrition are there in our city community? How are they related to present social and economic conditions? What are the minimum requirements for health? How can these minimum requirements be met with a limited budget? What is optimal health and how can we foster it by wise choice of foods? How does artistry in preparation and serving of meals foster æsthetic enjoyment?

Metabolism tests are taken to determine each pupil's energy needs. These energy needs are compared with standards developed through many carefully controlled experiments. Animal experiments are performed to demonstrate the essentials of an adequate diet, and the damaging results of several deficiency diets. Foods are analyzed in terms of the essentials they furnish. Study is made of the physiological processes involved in the digestion and use of foods. Individual dietary needs are computed and daily diets are checked against them.

With this background, it is possible to see how nutritious foods may be provided economically and how some families now on a deficient diet may secure an adequate one with the same expenditure.

#### 7. Recreation is an integral part of living.

This is not studied as a separate problem. Rather, every effort is made to make the most of recreational opportunities. Much guidance is given in planning social affairs to make sure that each pupil has a

good time. Varied parties, trips, and dances are distributed throughout the year of the course.

#### 8. Current happenings in the world affect the welfare of everyone.

Much emphasis is given to keeping abreast of current world happenings, with particular stress upon those related to the topic being studied at the time. In preparation for this, an analysis of newspapers and magazines is made early in the year for point of view and for ways of reading.

*Summary.* Throughout the study outlined, pupils mature in their understanding and appreciation of their own physical, social, intellectual, and emotional needs. They see the many ways in which they are conditioned by and related to the social pattern.

They achieve an understanding of how power is used to operate the machines of production. They become aware that the abundance of goods created by the use of power-driven machinery is desirable, but that the problems of keeping that machinery operating, of clearing the slums, of distributing the goods produced by the machines, of conserving our national resources, are both social and economic. Their solution in our democratic society is dependent upon the cooperative effort of an intelligent and informed populace.

Pupils achieve security through their success in working with their contemporaries and through the insight they gain into the persistent problems with which adults are wrestling.

Pupils grow in their ability to solve problems, for they are working with meaningful ones in the physical world around them. They learn how to test many of their hypotheses through their laboratory experiences.

The successes they have in their in-school and out-of-school experiences enable them to better integrate their own personalities. They work and play together. Their successes bring satisfaction. They have gained new insight, new strength, new security as they have broadened their outlook.

# COMMON DEFENSE:

## The 4 basic problems of high schools

By PAUL W. SLOAN

THE HUMORISTS have credited Julius Caesar with many a profound or touching wisecrack. The one I like best is, "You and I grow old, Horatius, but the crowd on the Appian Way is always the same age." I think of that one every time I hear or see a title resembling that of this article, or a similar one related to democracy. You and I grow old, but the problems of educating for the defense of democracy are always with us. Socrates and Christ faced these same problems.

Ernest Carroll Moore, in *The Story of Instruction*, begins his story by stating that only two ways of life have ever existed—two and their variations, their intermediaries. These two ways of life, he says, are limits; all the rest lie in between. The one is regimentation; the other is self-direction. The two ways of life began their historic conflict in Greece; the first in Sparta and the second in Athens. The con-

flikt is still with us today. Our contemporary historians refer to the first as totalitarianism and to the second as democracy.

Four questions grow out of our general topic. These are:

1. What should education defend us against?
2. What are we defending?
3. In general, what can the secondary schools do about it?
4. What can each classroom instructor do about it?

*What should education defend us against?* In America, education for the common defense is *against* totalitarianism, both from within and from without; it is *against* regimentation. Specifically, we want to defend ourselves against the following:

1. Lack of respect for the right of the individual to develop into a human personality.
2. Lack of opportunities for the democratic way of life, i.e., cooperative human living directed toward the common good for the family, the community, the state, and the world.
3. Lack of faith in and lack of respect for intelligence as a way of solving social problems.
4. Lack of opportunities for free and critical thinking, without which democracy and intelligence are impossible.

Illustrations of the foregoing are to be found today in countries where the following conditions exist: one-man governments, dismissed parliaments, absolute obedience by individuals, state compulsion of individuals, lack of rights of individuals, ruthless ruling, no freedom of speech, no freedom of thought, no freedom of press, no

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EDITOR'S NOTE: *Much is being written upon this subject, and THE CLEARING HOUSE editorial board has found it necessary to reject many theoretical articles on it, often because they stated sound but obvious ideas. In this article, the author's purpose is to deal with the four bed-rock problems concerning the high schools' part in working for the common defense. From now on CLEARING HOUSE editors will be particularly receptive to articles reporting what high schools or high-school faculty members are actually doing and accomplishing in this area. Professor Sloan is a member of the faculty of State Teachers College, Buffalo, New York.*

freedom of religion, no form of dissent, imprisonment or execution of dissenters, closed churches and synagogues, closed Masonic lodges, and disbanded Rotary clubs.

#### RIGHTS OF THE INDIVIDUAL

*What are we defending?* In America, education for the common defense is for democracy and self-direction. Specifically, we are defending those ideals which the European dictators are crucifying, namely,

1. Respect for the human personality, the individual. He is more than a beast or a machine. He is an emerging organism.

2. Opportunities for the democratic way of life.

3. Faith in and respect for intelligence as a way of solving social problems. The concept of "might makes right" must give way to the concept of "right through intelligent action".

4. Multiplicity and variety of opportunities for critical thinking, the exercise of which enables individuals to become democratic and intelligent human beings.

*In general, what can the secondary schools do about it?* The earth may be moving according to well defined physical and universal laws. However, the human personality, democracy, intelligence, and critical thought are not evolving and moving according to any fixed physical or universal pattern. These four qualities of human individuals which we in America are defending are ways of society which each generation must relearn and reshape in terms of its current needs and goals. These qualities are not stereotypes. There must be continuous reconstruction of these four ideals. We do not want Spartan regimentation. We do want Athenian self-direction. Each generation of human personalities must have a part in shaping and reshaping its own social directions.

Here is where the schools can and must do their part. The schools are the most important institutions through which these

four social ideals must perpetuate and reshape themselves. In a sense, these ideals are the ultimate goals of education in the secondary school.

The schools in the United States, along with the home, the church, and other institutions for education, must guide boys and girls to cherish these four ideals and to want them enough to struggle for them. The boys and girls, as you and I possessing these ideals, must believe that it is better to die for them than to live on our knees without them. Furthermore, to endure, democracy as a way of life must develop personalities who would rather die with these ideals than live like herded beasts without them.

The program of the secondary school should be generalized and broad; not specialized and technical. Specialized training for war service, whether it be connected with active military service or with the manufacturing of implements of warfare, ought to be postponed until after pupils have completed the twelfth year of the secondary school. The millions of persons beyond the age of eighteen are sufficient for specialized defense activities without drawing secondary-school boys and girls into these activities. Keep these boys and girls busy at the job of building flexible personalities, democratic habits, intelligent behavior, and critical attitudes.

#### A NEW PROBLEM?

From some quarters, even within the profession of education, one gathers that education for the common defense is a brand new problem for junior and senior high schools, and that the present emergency demands revolutionary changes in school programs. In secondary schools, education for the common defense changes only insofar as our generation reshapes the ideals which we are defending. If revolutionary changes are needed, we as educators must admit that we have helped to create the present emergency.

*What can each classroom instructor do*

*about it?* In social studies, let us cease memorizing pages in textbooks dealing with dates of battles and causes of the American Revolutionary War. Instead, let us set up problems such as: What social conditions exist in the United States and in the world today which were present during the 18th century and led to our American Revolutionary War?

Read the newspapers and reference books, if you please, not for the purpose of memorizing regimented facts, but for tying together and relating social conditions during the 18th century with social conditions during the 20th century. Guide the secondary-school boys and girls to recognize and to understand the short-range and long-range consequences of these cause-and-effect relationships. This recognition, understanding, and tying together of conditions is *critical thinking*. In science, mathematics, industrial arts, art education, and home economics, look for similar opportunities to train for critical thinking. *Do not do away with drill. Use drill only as it contributes to building habits of critical thought.*

#### CRITICAL THINKING

This way of educating boys and girls places a premium on the right of the individual to develop as a human personality; he becomes capable of self-direction. He and his associates are not regimented and subordinated to the state, for they are the state; they are continuously improving it in terms of their ideals.

The individual becomes intelligent insofar as he continuously builds habits of critical thought and develops a dynamic personality. In other words, as he learns to emerge into social problems, to come to grips with them, and to solve them by critical thought, he becomes an intelligent individual. Without habits of critical thinking a person is not intelligent, because intelligence means ability to solve problems.

Secondary-school teachers can educate

boys and girls to solve their social problems and to live their lives always with due respect for the interests of other individuals within the family, the community, the state, and the world. They can direct classroom situations so that each boy or girl learns to respect the other individual's personality, intelligence, and right to think. Obviously, this respect must be mutual between the pupil and the teacher. This is democracy in the school.

Education for the common defense, according to these views, will not just happen. Teachers must do something about it.

#### TRAIN FOR PARTICIPATION

The boys and girls being educated and guided in the development of these four ideals may be called upon as adults to participate in and to contribute to the solution of problems related to international warfare, such as the present emergency.

Teachers must educate these pupils to be sensitive to the contributions which our democratic society may demand from them. Individuals must realize that a democratic state, to survive, must not only give opportunities, but it must also demand cooperative services. They must understand that the essence of democracy is cooperative human action for the common good. They must also understand that differences among the various members of the family, the community, the state, and the world can actually help rather than hinder cooperative action. Activity brought about through the synthesis of human differences can be just as efficient as activity directed and superimposed by one man.

Every phase and person of the secondary-school organization must function in this education for the common defense. We must not depend on "the other fellow" or on "God" alone. As teachers, we must tackle this job with all of these four qualities which, in my opinion, we do hold precious.

# TEACHERS *in the* DRAFT

## Four suggestions on a current problem

By LEO W. JENKINS

IF FUTURE behavior can be judged by that of the past, teachers will be both willing and anxious to cooperate with their government's national defense program in every way they are able. Throughout all past periods of emergency, as well as those referred to as normal, the teaching profession has established itself as being cooperative far beyond what is expected or asked. The present crisis will, I am sure, reveal no exception to that policy.

There are, however, several factors concerning the teachers' defense role that must be carefully considered.

*First*, and of paramount significance, is the complexity of problems that will be created by teachers who may enter active military service, either as draftees or as members of Reserve or National Guard units. To me, it seems reasonable, and highly justifiable, that these teachers should receive a considerable part of their salaries while in training.

This could be accomplished through the cooperation of the school administration and the available substitutes and beginning teachers. Since teachers entering military service are entitled both morally, and perhaps legally, to resume their positions at

the end of their training period, it will not be necessary for schools to hire new teachers, only substitutes. Thus, the enlisted teacher could be entitled to his full salary, minus the cost of hiring a substitute at the prevailing substitute salary scale.

Several industries have already promised three months' regular salary to employees who enter military service. There seems to be no sound argument for denying similar consideration to teachers. Substitutes, as well as beginning or unemployed teachers, should be glad to cooperate in carrying out a program of this type. Not only would their action aid the national defense program, but their own profession as well.

*Second*, teacher organizations should strive to obtain either new legislation or an interpretation of old legislation to give enlisted teachers school-service credit toward tenure and retirement for the full time during which they are necessarily retained for military duty. This can be justified on the grounds that these teachers would be devoting their time and services to education were it not for the emergency, and are therefore absent from their regular work through no fault of their own.

*Third*, pupils should be made aware of the realities of the world crisis. One way of doing this is to refer to their classes under the name of the absent instructor instead of the substitute's. Reminded thus, pupils will not forget too soon that conditions are so critical that even their teacher is unable to be with them. Since the teacher will be receiving part of his salary, however, he should visit his classes whenever he has the time.

*Finally*, the schools would gain much by having many of their teachers get the expe-

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EDITOR'S NOTE: *We don't know Mr. Jenkins' draft number, but anyway he has been thinking about ways in which the interests of teachers called for military training may be safeguarded. He offers four ideas on the subject. The author teaches in the Somerville, New Jersey, High School. We shall be pleased to receive reports from readers on policies adopted in their school systems.*

rience of military life. Social studies and science classes, in particular, would be made more interesting by a teacher who had lived and worked in such a non-academic environment. The curriculums of the immediate future will be considerably

dominated by discussions of world conditions. It is but natural for pupils to be concerned about military events. The teachers who have had some military training will be able to base these discussions on fact instead of fancy.



## The Pupils Adopt Their Own Sportsmanship Code

The "Sportsmanship Code" reprinted below, developed by the pupils of the Garden City, N.Y., High School, last spring was adopted unanimously by the student body of the school.

When John Coulbourn, principal, suggested that the pupils work out a code which they could adopt and support wholeheartedly, the Varsity Club sponsored a school-wide contest. The winning code, consisting of the ten major items printed in italic, was submitted by Roy Lammo, co-captain of the 1940 football team. The English IV classes then engaged in a contest to develop paragraphs expanding and explaining each of the ten items. The code was adopted by the student body at a school assembly. Each pupil was given a printed copy. The code, slightly shortened, follows:

### OUR SPORTSMANSHIP CODE

*A true sportsman should always give his best.* When a player gives less than his best, he burdens his teammates with part of his share. He is a slacker—likely to let up when victory looks hopeless. A good axiom to remember is that the winner never quits; the quitter never wins.

*Win if you can cleanly; lose if you must courageously.* In playing the game there is nothing so satisfying as victory, won by playing according to the rules. But there comes a time when every athlete must meet defeat. The man who can take defeat in the right way is the man who profits from sports. Nothing brands a man more despicably than such epithets as "dirty player" or "sore loser".

*Show respect for the authority of your leaders.* Your leaders are chosen because of their ability to impart to you their knowledge of the fundamentals and skills of the sport. They have learned from experience what is the right thing to do at the right time. The referee is the authority during the game. Accept his decisions; and if there is a disagreement, your captain does the talking.

*Be loyal to all to whom loyalty is due.* Loyalty is due those with whom you play and those whom you represent. If you are in the game, encourage those whose ability is less than your own.

If you are in the grandstands, do not stop rooting when the team is losing and morale is low.

*Play hard and inspire your teammates to do the same.* One of man's traits is to imitate what he sees others do. Set a good example. You will be the most valuable man on the team, particularly when the tide turns against the team and encouragement in word and action is needed. Individuals must help one another; that's teamwork. Enthusiasm is communicable and a team needs it to win.

*Use your wits for something better than wise-cracking.* The player who can keep his wits about him during a game is the one the coach uses most often. The small man who doesn't have the same physical equipment as the larger man can often become a star player by learning to rely on trigger-fast thinking rather than on physical power. So, be sparing of voicing your criticism of a teammate or opponent.

*Recognize the good qualities of your opponents.* Don't be jealous. A worthwhile opponent will naturally be good at the game. In fact, disregarding your opponents' good qualities may lose the game for you, as you may not realize how good they are. If you determine their strong points, you may be able to outwit them and win. Be generous to opponents. Commend a good play.

*Be clean in body, thought, and habit.* Rules during training should be strictly observed. Lapses in public or in secret have a demoralizing effect on the individual and on the team. High standards of health and a high morale are unbeatable.

*Follow directions cheerfully and accurately.* Every player is a cog in the machinery of the team. If one player doesn't play as expected and required, the machinery will not function properly. Cheerfulness is the oil that makes the machinery run more smoothly at all times.

*Consider sports in proper relation to other things in life.* Don't go sports mad: eating, reading, talking, and dreaming sports. At no time allow any one interest to consume every moment of your life; otherwise, your work—whether it's school or career—will suffer, perhaps irreparably. Mix work and play. You can't always play games.

# WHAT'S RIGHT WITH AMERICA

*Two carping classes  
view the other side*

By  
MARGARET WALTHER

As I listened to my public-speaking class of juniors in high school discuss world affairs, the various chaotic conditions of today, the failures of mankind to obtain specified political, social and economic goals, I decided something must be done. They were becoming too critical, their thinking was being done from a purely negative viewpoint, they had become aware of flaws without training themselves to be conscious of achievements.

Said one boy, "The principles of the Monroe Doctrine have failed because—". Another earnest lad of sixteen had just told us that because of poor judgment in making and carrying out embargo laws, trade with other nations was being fatally impaired. Still another young orator, this time a girl whose father was at the head of a large manufacturing concern, stated with alarming conviction that unless something were done about labor conditions and done quickly our city would lose its most valued industrial plant.



EDITOR'S NOTE: "This article concerns an experiment which I conducted with two caustic public-speaking classes," writes the author. "I feel that at a time when there is as much adverse criticism as there now is, it is a good thing consciously to train high-school pupils to look for constructive accomplishments of their country." The pupils in Miss Walthew's two classes were skeptics—but they had been conditioned to have open minds, and thereby hangs the tale. The author teaches in the Broadway High School, Seattle, Washington.

"They believe there is something wrong with everything," I mused. "Is it the reflection of their homes? Have they found this in their reading? Do they hear it over the radio? Or are they simply at the age when ideas are becoming a thrilling experience and they believe it a sign of intellectual acumen to tear asunder?"

The subjects for talks had been voluntarily chosen by each pupil, and I suppose that because of the roaring of the guns in Europe, the mining of neutral waters throughout the world, the marching of refugees on two continents, and the relief rolls in America, the thoughts of these high-school juniors naturally turned to the problems of the troubled world. They knew these issues would be theirs to solve. Speakers in the assembly told them that; textbooks suggested it; teachers frequently assured whole classes that their future responsibilities were grave—no wonder these pupils at their most impressionable age were critical—no wonder they doubted the stability and security of the accepted order of things!

"And yet," I thought to myself, as I listened to a popular football hero declare that war was inevitable and we were far too poorly armed, "there is so much right with America, but we never talk about that, we just dwell on the unsolved problems and the flaws."

There—that was it—they were giving too much thought to what was wrong, and not enough to what was right with our country. We would find out what was right, we would spend a month researching, comparing ideas, giving formal talks, having in-

formal discussions, and generally bringing as forcibly as possible to our conscious minds what things were *right with America*.

And so began one of the most interesting experiences I have had with a class in public speaking. The pupils themselves were interested in this new attack. Part of them were young skeptics, but they were being trained to be open minded and were willing to find out what had been done, and what was being done that was satisfactory.

A brilliant, but somewhat too caustic girl, who came from a home where the economic struggle was considerable, objected for a while to what she termed "Pollyanna thinking", but as the discussion of this new approach went on she agreed that at least the challenge was greater, since it was easier to criticize than be constructive.

Another girl, who because of her powers of deduction was a delight to her history teachers, said she had heard there was a silver lining to every cloud, and she'd like to find a few in the political history of America. In general the boys were more acquiescent and interested, for I'm finding out that the average lad from fifteen to seventeen is often a greater idealist than his sister.

The first thing we did in our attack on *What's Right with America*, was to read, read, read. The school library has an excellent collection of current literature, magazines, pamphlets, newspaper clippings, etc., so for even the least inquisitive there was never a dearth of material.

After several days of reading, sharing references, ideas, and "keen articles", each pupil decided on the topic he wished to pursue further, and eventually to use for a ten-minute talk. These subjects naturally fell into such groups as freedom of speech and press, educational advantages, religious freedom, racial equalities, the general right and opportunity to seek happiness, the resources of the country, the advantages of a "melting-pot civilization" and the free-

dom and equality of a democratic form of government.

In the interests of a greater sense of unity, and more logical discussion, each pupil became a member of a group which was interested in a topic similar to his. The talks were conducted in panel form, the chairman of each panel being chosen by the group. The chairman appointed a secretary who kept minutes. These minutes were read to the class, and posted on the bulletin board. Sometimes, with the discussion, it took two or three days to complete the work of a group, and the secretary's minutes and digest kept the continuity alive.

While each group was talking the other members of the class kept notes on ideas they wished discussed. We had agreed that during this time we would mention only the positive points, and show how they could be further developed. As somewhat of a doubting Thomas, I had not been sure how lively such optimistic commenting might be, but thirty adolescents actively searching for the good in an idea or enterprise found so many that the chairman would often have to mention the passage of time. Certainly the vying to discover and develop the happenings and philosophies that were "right" was more stimulating than the pessimism and discouragement that had been caused by laying open the ills of the country.

One boy whose father had a small truck farm became interested in soil conservation, and later told me his father had read some of the material he took home and was now considering some crop rotation methods. A girl whose family was planning a cross-country trip during the summer read about National Parks, and interested her family so much that they let her arrange most of the itinerary. The mother told me the father was so proud of his daughter's knowledge on this subject that he would constantly ask her for information, and tell others how well informed she was.

Two Jewish boys and an ardent Buddhist

discussed religious freedom on a panel with four pupils of Christian faith. Some time after this discussion a girl in the class confided to me that she had started to Sunday School again. Listening to the gratitude expressed by three totally different races for the right to worship as they pleased, she had decided she was missing something she should have.

And so we approached the end of the month with interest still running high. During the rest of the semester, as I was aware of the uplift, and the visionary change in the trend of the talks of the public-speaking class, I had an idea myself

on what was Right with America; and it was not alone the form of government, nor was it the individual's freedom to say what he liked, nor even the privilege of pursuing happiness in whatever way he preferred—it was these high-school pupils who were forming a pretty stable set of values. They were not afraid of ideas; they were learning to reserve judgment; they were open to conviction on almost anything; they were more tolerant than the average adult—but most of all they were eager for life and the chance to do their part in making still more things *right with America*.



## \* \* \* FINDINGS \* \* \*

**EDITOR'S NOTE:** Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study. Readers granting such limitations may find these flashes in the pan interesting, provocative—sometimes amusing.

**PROBLEM:** Making children wish to learn is a major problem of 1075 public-school teachers replying to a questionnaire, reports Robert A. Davis in *Journal of Experimental Education*. That links the 1075 teachers in a common bond with some 1,000,000 other teachers.

**TONSILS:** Defective tonsils do not affect a child's school attendance, school progress, or intelligence, according to a study of records of 5,180 Canadian school children. From doctorate thesis of L. W. Goldring at University of Toronto.

**HOME:** The home is only one, and a rather small, factor in formation of students' attitudes, reported A. R. Gilliland, Northwestern University, at a symposium of the Midwestern Psychological Association. Correlations ranged from .10 to .30 when high-school and college students, and their parents, were given "2 attitude scales, God and depression scales" (which

sound scary enough, whatever they might happen to be.

**PUPIL CHECKING:** Pupil checking of objective-type test papers can be done as accurately as teacher checking if the work is controlled: Each pupil checks paper of a neighbor who is not a friend, and name of checker is written on paper. Rough sample comparisons: Pupil groups checking neighbors' papers showed errors of 4.49%, 3.24%, and .61% (less than 1%)—while teachers made errors of 1.75% and 1.35%. When pupils check their own papers, inaccuracy roughly doubles, and scores are unreliable. Bright pupils tend to cheat as well as pupils of less ability, but not as much.—ARTHUR G. HOFF, reporting 3-year study in *Journal of Educational Research*.

**WOOZINESS:** How general and vague are high-school world histories? After checking his judgment with 10 collaborators and 2 groups of 10th-grade pupils, Maurice E. Rowley picked 4 representative world-history textbooks, and made a random sampling of more than 1,000 statements in each book. In terms of obscurity—difficulty of comprehension by pupils—book A was indicated as being 51% obscure in meaning; book B, 45%; book C, 61%; book D, 46%. Average for 4 books, 51% obscure. Trouble lies in words that are general and vague, and in larger units of thought that are also even more general and vague. Some writers of textbooks for children are not writing textbooks for children.—F. C. LANDSITTEL in *Social Education*

# SCHOOL PAPER:

## Some Call It Guidance

By DORIS K. TROTT

IT WAS the last day of school and oddly quiet in the publications room. Only the adviser was there, and about her movements was an aura of unaccustomed leisureliness. She sat at her desk leafing a freshly bound file of the year's newspaper.

It had been a good year. All American honors, Scholastic Awards honors, high praise from the state university, helpful, approving cooperation from the city newspapers, confident support from the administration, warmly spoken appreciation from parents.

And best of all, of course, the eager interest of the student body. Never had there been so many letters to the editor, so many comments on individual stories. In her mind's eye the adviser had again a picture of study hall 215 when the paper was distributed on Tuesday afternoons. A picture of row upon row of young heads bent over the pages of the fresh newspaper, expressions of absorbed interest upon their faces. She smiled again to think of girls and boys walking slowly out the doors,



**EDITOR'S NOTE:** *At the end of the year the sponsor of the school paper was able to look back with pride upon the work of the pupil staff, and the honors that it had won. But what did all of that matter, in comparison with the things that had happened to those boys and girls—the guidance she had been able to give them during her close personal association with them on the paper? In this article the sponsor, Miss Trott, tells how she combined guidance with journalism on the school paper of Grosse Pointe, Michigan, High School.*

reading as they walked and bumping into one another in their oblivion. She thought of the bus full of fluttering papers.

It was good to know that the pupils liked the paper. It was warming to feel that it was a job well done. Sometimes she wondered how she had ever learned enough to know how to do it all, let alone teach the complicated process to pupils.

The adviser opened a paper at the masthead, where the names of the staff were listed. What those children had learned! About news, about leads, about features, about spelling, about headlines, about type! What a lot of work they had done!

How they had developed!

And now the adviser really sat back. Here was something. What did it matter that the paper looked a little nicer this year without its column rules? What difference did it really make that by virtue of a midnight trip to the printers the paper had scooped everybody in announcing the name of the new principal? What difference did it make that only two leads on the front page began with articles?

What difference, in comparison with the things that had happened to those boys and girls on the staff?

Valuable as the paper was in the life of the school, important as details were in making it good, the pupils were more valuable, more important, even though no judge could ever know what the score was in their lives.

The adviser thought of high-school newspaper score books. There ought to be a section called "guidance", she reflected. It could be subdivided into "educational guidance", "social guidance", "vocational

guidance", "personal guidance", and any other sorts of guidance the experts talked about. All of them entered into staff life.

Helping Betty Lou make a plan for her future, for example, had been as definite a part of the adviser's work as the supervision of any issue. Betty Lou adored clothes and fashions and color and design. But ordinary academic courses didn't lay much stress on such things. Watching her, the adviser had known that Betty Lou was only half happy, that she was drifting along without any definite goal beyond graduation in view.

In a moment of inspiration the adviser had asked Betty Lou to interview an alumna of similar tastes who was happily finding her place in life through a combination course at the university—a course which offered classes in merchandizing for one half the day and actual experience in the dress department of a department store during the other half.

A little thing, that interview, yet it had helped Betty Lou to specific information which she could use in her own life. The adviser looked thoughtfully at the story Betty Lou had written:

*College Course Has  
School in Morning,  
Job in Afternoon*

Christine had had a different sort of problem. She had been troubled, the adviser discovered from reading her journal (which all journalism pupils kept for the sake of practice in writing), by a feeling of inferiority because of her Dutch background. Her parents spoke English brokenly, and her home was not quite like the home of Christine's American friends.

The paper would have been publishing stories about connections of pupils with the European situation anyway, because they were timely and interesting; but when the adviser found out about Christine's problem, she made a special effort to encourage stories of that type, and discussion in staff

meetings about people who could give them. Christine had been particularly interested in her assignment to interview the Danish consul, the father of a pupil, and by the end of the semester she had come to speak pridefully of her own family background. Christine's story:

*Danish-Americans Will Be Ready,  
Asserts Vice-Consul in Detroit*

Darrel was another pupil who suffered because of feelings of social inferiority. A quiet, retiring boy, Darrel didn't make friends easily. He had to be carefully included in staff discussions. But he had a good mind, and the adviser was sure that he could gain confidence if she could help the others to recognize and appreciate him. She couldn't remember any more just how the subject had come up, but one day there was Darrel holding the others in fascinated attention while he discussed—of all things—astrology and like superstitions. It had been a grand hour. And of course Darrel turned his ideas into an article for the paper:

*The Truth about Astrology and  
How It Fools the Public*

The problem hadn't been solved that day, of course, but gradually Darrel had become well-adjusted in the group, and at the last prom here was Darrel as proud as could be escorting Celia! The best part of that was that Celia needed to have dates as much as Darrel. Even brighter than he, she was perhaps handicapped by Phi Beta Kappa parents, who had blessed her with work habits that threatened to make her a thorough grind. At the prom the adviser had watched Celia's blond head complacently. With her superb qualities plus a normal social life, what a fine woman Celia would grow into!

The adviser switched her attention to a problem connected with school life that had not been so easily dealt with—detention. The staff had been particularly criti-

cal of that administrative policy. They said the whole school was against it. "All right," said the adviser. "Let's get the facts."

So the assistant principal had been invited to explain the reasons for the new policy. Then the pupils had their say, and when it was all over, harmony seemed to prevail once more. Dorothy Ann undertook to present the situation to the school. She wrote:

*Early Morning Prowler  
Thinks It Over at 3:20*

That, it seemed to the adviser, was guidance too—helping pupils to adjust themselves to school life. And helping them to work their problems out in their own minds was obviously as much a part of her work as helping them write editorials.

Just then the door opened noisily. The adviser looked up with pleasure and put the file aside. Her visitor was a handsome, keen-eyed boy with a friendly grin. He

dropped in often in the course of his job as a cub reporter on the neighborhood weekly. The one boy in the whole year's crop of pupils who, she felt, would some day make a successful newspaper man, he had the adviser's sincere interest.

Today he wanted to know whether there was anything more he could do about that scholarship they both hoped he would get so that he could enter college in the fall. Only that morning the adviser had made it a point to speak a final good word in the boy's behalf to two members of the committee. But she would scarcely tell him that.

"Young man," she said, "are you aware of the fact that this is the five hundredth anniversary of the invention of printing? Anybody who's going to be a journalist ought to know a great deal about that."

"You're repeating yourself," said the boy. "I've had your course in journalism."

Course in journalism? Yes, the adviser thought. And a great deal more besides.



## \* \* CAPSULE FORUM \* \*

### *The Corpse in Red Pajamas*

Small wonder that surveys of adult reading habits have revealed a maturity level no higher—in many cases lower—than that of high-school students. Brought up on *The Lady of the Lake* and "Il Penseroso", with its accompanying dictionary of classical references, no wonder such food was laid aside for *The Corpse in Red Pajamas*. And yet, odd phenomenon, some parents who themselves read exclusively detective fiction and women's magazines, who haven't cut the pages of their Harvard Classics, which they received as a wedding present, are demanding that their children be put through the same paces they had when they were in school. . . . Does the proposed course, or unit, book, or single class period relate to life—life as the student now experiences it and as he will continue to experience it in the future? We need not worry if the reading, writing, or speaking transcends prescribed subject fields, leads to considerations of anything and everything. We should be worried if it fails to do that very thing.—ROBERT CADIGAN in *The English Journal*.

### *The Corpse of Chaucer*

Nevertheless, the infection is spreading. English now is only one of quadruplets, rather weak in vitality, named the "humanities", in which no English, no French, no German, and no Latin are really taught. . . . The time may be coming when, as some now advocate, the hapless student will be given courses in "family relationships, interpreting the news, paying off a small mortgage, living within a budget, detecting shoddy goods, distinguishing a political demagogue, from a statesman, growing a garden, being popular", etc., but not courses in English literature and certainly not in the "classics". . . . There must be many English teachers who feel as I do. Are we going to acquiesce supinely in a tendency that has already demonstrated itself to be nothing short of vicious? Or are we going to fight, to speak out when our chance comes? I take my stand with Chaucer, Shakespeare, and Milton. I believe in the good writing of all years, including 1940. I think too much of my students to enjoy feeding them trash.—MILDRED AYARS PURNELL in *The English Journal*.

# MISS PRICE ENDURES A WEEK

A companion piece for  
"Miss Jones Enjoys a Week"

By  
F. C. HEMPHILL

8:37 A.M. Monday

Miss Price arrived at school at 8:37, just three minutes before the first bell rang. She knew the rule announced by the principal at opening-day faculty meeting, but she couldn't see why that rule was necessary, and besides she hadn't been reminded but twice this year that she should come fifteen minutes before the school opened. Anyway, there was nothing to do and no one to talk to as most of the other teachers were busy in their own rooms.

It was a bit embarrassing the day Mr. Evans, the vice-principal, happened to be looking for her to check up on how many P.T.A. members her homeroom had brought in, but that really didn't matter because she hadn't any to report. She was able to reestablish herself, however, by telling Mr. E. what a lovely new tie he was wearing and by asking about his baby.

10:40 A.M. Monday

It was Miss Price's free period and she had planned to spend part of it going

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EDITOR'S NOTE: In the September 1940 issue we published Eleanor Frances Brown's "Miss Jones Enjoys a Week", concerning whose heroine the author wrote, "She might be any teacher in any school where conditions of tremendous teacher overload are present." Upon reading Miss Brown's article, Mr. Hemphill was moved to write the one presented herewith, to show another side of the picture. He explained that "Miss Price is altogether as fictitious a character as was Miss Jones, and her week's activities quite as fanciful." Mr. Hemphill is assistant superintendent of the Compton Union Secondary School District, Compton, Calif.

over a theater guide in order to be able to tell Harry where she wanted him to take her that night. And what *would* happen but Miss Scott should come in and ask her to take her study hall while she drilled some student speakers for assembly Thursday. But she knew how to say no, and besides, why should Miss Scott, who was a new teacher anyway, pick on her when none of the other teachers ever did—any more? And furthermore she wanted to spend the last part of the period in the teachers' rest room to join the discussion that would be going on, panning Miss Davis, whom the principal had commended last week in faculty meeting for the way in which she had dressed up the library, largely at her own expense.

12:10 P.M. Monday

Miss Price spent the first twenty minutes of her half-hour lunch period in the faculty dining room, during which time she led a discussion concerning the limited selection of food, but left after the handsome new coach went out, for she needed to see the principal for a few minutes on an important matter. She knew it was good business to have a conference with Mr. Bailey once in a while—the other teachers did it. Let's see. What could she see him about? Oh yes, the pay checks. Why couldn't something be done about getting them from the main office at least a day earlier. The school month closed on Friday and teachers usually didn't get paid before Wednesday. Surely Bailey had enough influence with the main office to do something about that.

3:30 P.M. Monday

School closed at 3:28 and teachers were asked not to leave until 3:45 at the earliest,

unless excused by the principal. But Miss Price was the representative of her school on the teacher-interest committee of the local teachers association, and the committee sometimes met on Monday after school, so she had made standing arrangements to leave early on Mondays. One time she *did* attend the committee meeting (the time the final vote was taken to ask the board to increase the annual salary increment for teachers), but usually she needed the time to get ready for a date with Harry. She wanted to stop at the garage tonight and have a new musical horn installed in her convertible coupe.

Don Thornton's mother had phoned that she wanted to come to see her about Don's work, but she couldn't take time today. She must see Mr. Evans tomorrow and have Don transferred to another teacher. He was a real trouble maker, and his mother was always butting in. There were two other sections he could be placed in, and both were taught by probationary teachers who wouldn't want to object.

#### 8:00 A.M. Tuesday

It was faculty meeting morning, and Miss Price usually came on time as she wanted to sit near Betty Grogan, who always had such clever wisecracks to make about "Old Man" Bailey, and the peculiar habit he had of rolling his coat when he addressed the faculty. It had been 1:30 when she and Harry came in last night, but she would have a free period at 10:40 and a half hour off at noon. Two of her classes could do written work using a mimeographed outline Mr. Luden had prepared for his class of the same grade and subject. So she would get through the day and not be too tired when Eddie called after dinner to take her dancing at the Palm Leaf Garden.

#### 3:44 P.M. Tuesday

Waiting from 3:28, when her last class was dismissed, until time to go home hadn't seemed a long sixteen minutes at all to Miss Price. She had used six of it to go to

the office to call her hair dresser for an appointment and the remaining ten in tidying herself up a bit. Two of her nails had needed touching up and that always took time.

#### 8:27 A.M. Wednesday

Miss Price had had a grand night's sleep and was ready to start her day by being at her job only two minutes late. Eddie had proved to be a "flat tire" as an escort, and he hadn't much money either. But he had always been a clever student, so they came home at eleven so he could correct an accumulation of papers for her while she caught up on the last two issues of *Life*.

#### 12:10 P.M. Wednesday

School was out for the day at 12:05 because of the annual fall festival sponsored by the local chamber of commerce, which was always able to get the school board to close school a half day to swell the crowds, and Miss Price was on her way out of the building five minutes later. She had been asked to be a judge of the flower arrangement exhibit in the afternoon, but had persuaded another teacher to serve for her, as she wanted to spend the entire afternoon in the big city looking at fur coats. Teachers were expected to take their evening meals at the P.T.A. benefit stand, but surely she wouldn't be missed, and she just wouldn't have time anyway because she was going to stay in town for a movie with a couple of sorority sisters whom she had not seen for weeks.

#### 8:33 A.M. Thursday

Miss Price was feeling fit for a hard day at school after a half holiday crowded full of enjoyment. She had found the loveliest coat and had spent such a grand time with the girls. School teaching wasn't half such a bad business as some seemed to regard it, and just to think next Wednesday (or earlier) would be pay day!

3:50 P.M. Thursday

Things had gone so well she decided to stay an extra five minutes. She had an appointment with the superintendent at his office in another part of town for 4 o'clock, and it didn't take her over 10 minutes to get there so why not give her job all she had. One couldn't be too conscientious if she were to mold character in young people.

For some time she had felt she should see Dr. Stanton to explain why she was the only teacher in her building who had not attended summer school for the past three summers. She could remind him how much more valuable she thought rest and travel were. One summer she had gone to Hawaii and another to Alaska, and then there was the grand summer on the Wyoming Dude Ranch where she met Leonard. She must write to Leonard before Christmas—yes, a couple of weeks before Christmas at least.

She had to wait ten minutes in Dr. Stanton's outer office, but she spent her time profitably reading the last issue of the superintendent's bulletin. All teachers had received it, but she never found time to read it. Now she could mention and commend his article on teacher improvement in service. She mustn't forget to remind the big boss what good friends her father and the president of the school board had always been and how Mr. Eames had always called her his little girl and told her to come to him any time she might not be treated right.

After a most inspirational talk with her superintendent, Miss Price just had time before dinner to phone Raymond to remind him she expected him to take her to the big football game Saturday. After dinner she and Harry were going with another couple to a night club, and she wasn't just sure how long it would take to get into her newly acquired formal apparel.

8:00 A.M. Friday

Flossy Price felt like the devil. Funny she couldn't take a few cocktails anymore without having a splitting headache the

next morning. She must make it down to the front hall to phone Mr. Bailey that he would have to get a substitute for her. She didn't mind calling him but she did hate the trip to the phone. Teachers were allowed five days of sick leave without loss of salary, and she always took hers every year. Might as well; it was coming to her. She might be able to go through a day at school, but she just wouldn't feel fit for the week-end if she did. So that settled that. She really ought to write a letter to her mother, and George would want to take her out tonight.

9:00 A.M. Saturday

Miss Price slept late. George had not gone home promptly last night; but she didn't have much to do before Raymond would call for her at 12:30. They would see the big game, have dinner together and take in a show. Last Saturday they had gone to Dapple Hills to the horse races, but she never had any luck anymore in picking horses. Teaching was ruining her sense of judgment.

She *should* wash out a few things, but didn't think the lady with whom she boarded would mind doing *that much* for her, considering that she had been ill and unable to go to school yesterday. Besides she only owed for two weeks' back board and other years at this time she had been as far as six weeks in arrears.

10:00 A.M. Sunday

Miss Price and Betty Grogan always went horseback riding Sunday mornings for a couple of hours. It was so restful walking the horses through the woods, and took one so far from the cares of a work-a-day week. They often remarked how much good such an outing would have done some of the old meanies on the faculty at school, including especially the girls' guidance teacher, Prudence Prash, who had said such pointed things about how adolescent girls were apt to copy teachers as ideals. Piffle.

In the afternoon she helped form a four-some for an automobile trip to the mountains, arriving home just in time to hear Jack Benny on the radio, glance over the Sunday paper, darn a pair of stockings, and get to bed in time to get sufficient rest for a busy week ahead. School teaching was a hard life and she must keep fit.

The past week had been strenuous, not

leaving a minute for golf or a dozen other things she might have done, but there were other weeks ahead and pay day always came. Perhaps next year salaries would be increased and the teaching load lightened. If worse came to worst she could always get married, for hadn't she had two wonderful offers in the past month? So what matter—what matter?



## Recently They Said:

### *Job-Placement*

Until recently, relatively few high-school principals have given any attention to this problem. Graduates were given their diplomas at commencement along with the good wishes of the principal, but were allowed to drift into society. . . .

How do high-school graduates find work? This question was answered by 185 of the 474 young people who were graduated from Galena (Ill.) High School from 1929 to 1938 in a study made by Mary L. Crawford, teacher in the commercial department of Galena High School. A tabulation of their replies follows:

<i>Methods Used</i>	<i>Number Reporting</i>	<i>Per Cent</i>
Personal initiative .....	90	48.65
A friend or relative .....	68	36.76
An advanced school .....	12	6.49
An agency .....	8	4.32
A newspaper advertisement .....	5	2.70
The high school .....	2	1.08
	185	100.00

Miss Crawford's study also shows that 247 of the 474 graduates of Galena High School from 1929-38 reported their employment status. Of these, 36 or 14.6 per cent do not have jobs. Moreover, of the number who did obtain employment, 26.72 per cent waited from six months to four years before getting their first jobs.

A well organized high-school placement service operating in cooperation with business and industrial executives in each community is certainly needed to help solve the unemployment problems of youth.—STANLEY R. FINIFROCK in *Illinois Teacher*.

### *The Mask of Unity*

Education is the debt of each generation to the next, and no nation can long survive that refuses to pay it. . . . The school year has barely begun and

the calls for retrenchment are being made by the usual anti-democratic forces, but this time the call for retrenchment is in the name of national unity and national defense.—BELLA DODD in the *New York Teacher*.

### *Guiding Future Farmers*

With the groups of Future Farmers of America many suggestions may come from the class instructors, but in practice these suggestions must be carried out by the boys themselves. One of the main secrets of any leadership training which hopes to be successful rests on the ability of the supervisors and teachers to delegate responsibility to the students themselves. The local instructors of vocational agriculture in the fifty-four reimbursed schools in Oregon, where there is a local Future Farmers chapter, simply act as advisers and guides. They point out the program of work, leaving it to the members to put formulated plans into action. Teacher control and direction are reduced to a minimum, with just enough to give needed suggestions, but not enough to take away freedom and responsibility.—EARL R. COOLEY in *Oregon Education Journal*.

### *Caveating the Emptor*

People want "bread and butter" subjects and the general public is demanding more of this type of teaching. There is an increasing demand in our schools for the teaching of things that will give boys and girls a general knowledge of how business operates, and specific training in some subject field so they can put it into practice in everyday life. Unscrupulous dealings on the part of many people have made people open their eyes to the necessity of knowing more about the actual operation of business, its pitfalls, and the individual's being able to care for himself in general dealings.—JOE R. PETERS in *The Texas Outlook*.

# 4 Ways of Testing for Thought in OBJECTIVE TESTS

By  
CLAUDE C. LAMMERS

THE OLD-STYLE recitation has had wholesale condemnation as a technique which encourages memorization of endless facts or "points" from which the learner derives little understanding. Are we equally critical of objective tests? A little study will show that our so-called "new-type" examinations are, in large measure, nothing more than the questions of our old-style recitations reduced to a standardized written form!

It is true that we can demonstrate the far greater reliability of objective tests over subjective ones. That does not mean, however, that the tests are satisfactory in content as well as in form. In their study, pupils will concentrate on those points upon which they expect to be tested. If our tests deal largely with such simple facts as dates, and the names of places and people, we are certainly encouraging the same type of memorization which we condemn as a feature of the question-and-answer recitation. Pupils who are anxious to conserve their efforts along curricular lines become shrewd

enough to pick out those points which they must "hit" in order to "get by" on the test.

A simple illustration will help us picture the function performed by effective teaching and testing. Consider, first of all, the following jumbled sentence: "Study not do facts relationships memorize." If each word in this sentence represented a "point" in a history recitation, how meaningless this lesson would be! In order to teach for understanding, we must attempt to place each "point" in proper relation to others. Applying this procedure to our jumbled sentence, we obtain the following helpful suggestion: "Do not memorize facts; study relationships."

Let us assume that if we are to be most successful in *teaching* for understanding, we must also *test* for understanding. The problem of improving objective tests in the social studies then becomes a very pertinent one. It is the primary purpose of this paper to cite examples of objective questions, taken from the field of World History, which the author has used in trying to test for more than superficial memorization.

*Testing Time Associations.* Too often we are satisfied if a single question tests only one fragmentary bit of knowledge. It is possible, however, to test on many points simultaneously. Observe the comprehensive pattern of time associations required in answering the following questions.

(Multiple-choice: Select as many answers as you consider correct.)

1. When Columbus made his first voyage to America, his supplies included (a. spices, b. vaccine for small-pox, c. tobacco, d. cof-

EDITOR'S NOTE: *Using the objective test form, the author has developed variations which allow him to test for understanding as well as facts—because he teaches for understanding in his social-studies classes. Reproduced in this article are four groups of questions taken from tests which he has used in world history classes. Each group represents a different method of framing an objective test so that it requires thought as well as memory work on the part of the pupil. Mr. Lammers is principal of the Waterville, Minnesota, High School.*

fee, e. flour, or "meal", f. kerosene, g. potatoes.) (a, e)

2. When Alexander the Great achieved his conquests, he made use of (a. gunpowder, b. telescope, c. domesticated horses, d. iron weapons, e. stories of Caesar's conquests, f. clocks, g. maps by Marco Polo.) (c, d)

*Testing Knowledge of Geography.* The next objective questions show how, without the actual use of maps, we can test for an understanding of geographical location. Note that the correct answer requires the knowledge of not *one* location but *three*.

1. The water route between the ancient cities of Athens and Miletus was the (Aegean Sea) (Nile River, Adriatic Sea, Aegean Sea, Mediterranean Sea).

2. The Medieval traveler in going from Paris to Rome would most likely pass through (Burgundy) (Sicily, Castile, Bohemia, Burgundy).

*Testing Judgment and Clear Thinking.* Whether a lesson is on current events or past history, it is the duty of social-science teachers to help pupils develop the ability to discriminate between what is of most importance and what is of least importance. Note that the following questions call for such discrimination.

1. The most remarkable feature of the Egyptian pyramids is their (a. location, b. purpose, c. size, d. shape). (c)

2. The part of the French Revolution of greatest and most lasting importance was (a. the Reign of Terror, b. the loss of privileges by the "upper class", c. the selection of Napoleon as a member of the Directory, d. use of "Marseillaise"). (b)

Misleading associations may be deliberately inserted into the multiple-choice questions as a means of challenging pupils to think clearly. Note in the first of the following illustrations, for example, that pupils must see the inaccuracy of considering

"barbarian" as synonymous with "non-Christian", "Oriental", or "early Teuton".

1. The most accurate explanation of "barbarians" is that they are people who (a. do not accept Christianity, b. live on a low cultural level, c. live in the East, d. were forefathers of modern Germans.) (b)

2. The most common ability among Crusaders was the ability to (a. read the Bible, b. shoot a gun, c. write their names, d. ride a horse.) (d)

3. Russian Communists believe most strongly in (a. free schools, b. freedom of religious worship, c. freedom of speech, d. war.) (a)

*Combining Test Questions into Original Forms.* Whenever teachers construct test questions by relying largely upon the phraseology of the textbook, they encourage simple memorization. In testing for understanding, we must seek to express our questions in original forms.

The imaginary letter or diary is an unusually good form into which one may build numerous questions which call for a clear understanding of a period of history. The following letter is a portion of a test on the events of the seventeenth century. Italic words in parentheses indicate the position of blank spaces, and the correct answers which pupils fill in.

Directions to student: This test is in the form of an imaginary letter written by a London merchant in 1687 to a friend who is a student at Oxford University. Make sure that you understand the general thought in each paragraph, and then fill in the blanks.

London

January 27, 1687

Dear John:

I have had a most unusual visit at our coffeehouse with Sir Bates, who has just returned from an extended trip on the (*Continent*) (Iberian Peninsula, Baltic, Continent, Mediterranean) during which he visited France, Holland, Italy, and several German states.

In the opinion of Sir Bates, (*Louis XIV*)

is the most powerful ruler among the countries he visited. He was impressed with the splendor of the French court at (*Versailles*) (city), which far surpasses our own.

Bates, who is strongly Protestant, feels that France will regret the revocation of the (*Edict of Nantes*). He claims that French (*Huguenots*) (religious group) are leaving by the thousands, some of them even embarking for (*Carolina*), our colony in America named after our late king.

In spite of the success of the "(*Grand*) Monarch", as the French ruler is called, Bates, in common with most members of the (*Whig*) party, is as firmly convinced as ever that we must resist the autocratic tendencies of James. Nevertheless, Bates is opposed to any revolt against our (*Catholic*) (Puritan, Catholic, Presbyterian, Anglican) sovereign as long as Mary is the heir-apparent.

Revolution is indeed distasteful to us all. Our own (*Puritan*) Revolution is but an example of how futile this course of action may be. You well know that under the

Commonwealth our people found that they had exchanged the tyranny of (*Charles I*) (ruler) for the tyranny of an army led by (*Cromwell*).

Bates went on to say that the condition of most states within the Holy Roman Empire was not a happy one, although the recent victories against the (*Turks*) (nationality) in the region of the Danube are encouraging. The effects of the terrible (*Thirty Years*) War are still in evidence, although the Peace of Westphalia was signed almost (*40*) (5, 10, 40, 100) years ago.

Bates, who is much interested in music, believes that (*Italy*) (country) is making the most progress in this field. He brought back a violin made by (*Stradivarius*), famous violin-maker.

I will relate more of this when I see you. I have such comfortable quarters here in the city that I do not seem to have the courage to undertake the trip of sixty miles to Oxford!

Sincerely,

SEVENTEENTH CENTURY



## Youth in 1940: The Statistics of a Tragedy

The tragedy of modern society is reflected in its complacent attitude toward the needs and problems of youth. Adults have been so occupied with their own interests and endeavors that little attention has been focused on emerging factors and change which impose new demands and complex situations upon youth. Today, American youth faces conditions and needs more difficult and more discouraging than youth experienced in previous generations. Some adults refer to their period of youth when reflecting on present situations. This approach is inadequate, since modern youth lives in a society that has undergone fundamental changes. . . .

There are 20 million youth, between ages 16-24, seeking the needed stimulus of economic security. Of this number 4,500,000 are without gainful employment. One report states that one-third of America's unemployed are young people. Approximately one-third of the unemployed youth have never had a job. . . .

What about the working conditions encountered by youth? Reports indicate that the favored class of employed youth earn approximately \$12.50 for a week's work. What inducement has youth to face family responsibility and civic duties on such a meager economic hand-out? The conditions of 11,500,000 youth employed in unskilled trades are quite discouraging. Thousands of youth are employed without compensation. Such labor exploitation of youth is in direct conflict with the promised opportunities in a democracy. . . .

Some gratification can be found in the advance made in secondary-school enrolment. The attendance has increased from 600,000 in 1900 to approximately 7,000,000 in 1937. However, some 35 per cent of the boys and girls of secondary-school age are not in school. The non-school enrolment ranges from 9 per cent in some communities to 91 per cent in other areas.—E. T. McSWAIN in *Educational Trends*.

## ➤ IDEAS IN BRIEF ➤

### Practical ideas selected and condensed from articles in state and specialized educational journals

#### *"Big Experiments"*

Physics students are interested in "big experiments." When we studied Pascal's Law, we connected a cylinder and piston with a vertical glass tube in such a manner that students could force water up the glass tubing. Imagine their amazement when they had difficulty in forcing the water to a height of more than 10 feet! One boy forced the water to a height of about 20 feet. The class figured that while this column of water weighed only 4 or 5 ounces, it exerted a pressure of about 170 pounds against the piston of the cylinder. I think these pupils understood liquid pressure better than any of my previous classes. When we got to levers and pendulums we used *levers which are levers*. A 10-foot 2 x 4 of cypress, suspended from a ceiling girder, using lead in buckets for weights, makes an impression on the pupils that meter sticks cannot equal. Let's use the "grand style" when we can as long as we don't sacrifice fundamentals.—R. W. WOLINE in *The Science Teacher*.

#### *No Admission Fees*

A school board that puts democracy into practice is that of Wisconsin Dells, Wis. Many high-school pupils cannot attend athletic contests, class plays, etc., because of the admission charge, however small. Beginning this year, all pupils in Wisconsin Dells can attend all school functions, as the school board is absorbing the cost of all extracurricular activities. There isn't even a towel fee for gym classes.—*Wisconsin Journal of Education*.

#### *School-Wide Hobby Lobby*

Avocational interests of pupils are given attention in the Roosevelt High School, Seattle, Wash., as well as vocational interests. For some years the school has held Vocational Conferences, to which 30 or more speakers on various vocations have come to the school to hold study groups. But last year a school-wide Hobby Conference was added to the school's schedule. A pupil committee surveyed the student body by questionnaire to learn which hobbies the pupils wished to hear about. It was learned that enough pupils wished to hear about each of 35 leisure-time activities to make possible an audience large

enough for as many outside speakers. A sub-committee of pupils was responsible for obtaining in the community the best authorities available on each avocation. Teachers and pupils acted as chauffeurs for speakers who did not have cars of their own. Two sessions of 35 minutes each were held on the morning of the Conference. Speakers were assigned rooms according to the size of the pupil audiences for their subjects. Some of the talks were livened by use of films, slides, or exhibits. In many cases eager discussions grew out of the talks. The pupils were greatly stimulated, and in some cases even inspired, by what they learned at the Conference.—ROSE GLASS in *Washington Education Journal*.

#### *South High's Radio Hall*

"Radio Hall" has become a favorite spot with pupils of South High School, Cleveland, Ohio. Under no compulsion to attend, they return day after day. The concurrence of three elements—pupils who enjoy listening to radio programs, an unused "channel", and unoccupied rooms—impressed the administrators. The 80% of the student body whose programs included periods in honor study halls were invited to report instead to Radio Hall, a collective name for the several rooms which were equipped for the project. In these rooms, worthwhile programs from Cleveland's 4 radio stations are tuned in. But the school also has a large accumulation of good music records—and when no suitable radio program is available, a record program is given, with a pupil announcer officiating. The project is operated largely by pupil officers, and occupies only the four afternoon periods, as morning programs are on the average inferior. A pupil chairman maintains order in each room, and reports on reaction of the group to the offerings, as a guide to selection of future programs. Radio Hall competes with other attractions than the study hall, as the library and the game room in the basement are also alternatives for pupils with study periods. Radio Hall is another avenue of learning added to the curriculum.—OLIVER J. DEEX in *Ohio Schools*.

#### *Scrapbook Understanding*

The science scrapbook is frequently used in general science classes as a voluntary project for

superior pupils—a chance for individual expression. But what about the rest of the class? The scrapbook very often becomes a mere collection of newspaper clippings, and the teacher has no way of knowing whether the pupil has understood the contents. To make the scrapbook serve a wider purpose, I make Friday of each week Scrapbook Day. Pupils are required to summarize one scientific article they have added to the book, and write their personal opinion of it. In class each pupil is required to speak on his clipping and answer questions, after which the class makes comments. In addition to a weekly clipping, a one-page report on the life and work of some famous scientist is required. This is called the Scientific Personality of the Week. In class, pupils may be called to speak upon their Personality or clipping or both, and usually there is time for 4 or 5 pupils to be heard. This plan allows pupils to learn about things almost entirely neglected in their general science course: the lives of famous scientists, and current scientific events.—IRVING HAUPTMAN in *High Points*.

### *Exit Contests*

Custer County, Okla., school officials recently abolished all but one contest event in their annual spring activities. This is the latest step in the process of abolishing contests and substituting festivals—public performances but no prizes.—*Oklahoma Teacher*.

### *Bettering Student Government*

Until 2 years ago, the faculty of the Horace Mann Junior High School, Lakewood, Ohio, would have pointed with pride to our Student Council, Safety Council, and other service organizations as examples of democratic procedure. But several of us were not satisfied, realizing that the student body's conduct, respect for these organizations, and co-operation with them, could stand improvement. Upon examination we found the usual situation that probably exists in a large number of schools. Although the pupils elected their representatives in homeroom, the rules of scholarship and of conduct limited the field of eligibles for whom they could vote for Student Council. The Council with faculty supervision elected its own officers, and passed legislation governing the student body, subject to veto by the principal. To make student government more democratic, a plan offered by Miss Marie A. Disney, sponsor of the Council, was adopted. Highlights of the plan: Reduce scholarship eligibility to passing marks on a semester final basis. Leadership traits to be considered above conduct, as a rule. Student body to vote on candidates for office. Student body to vote by secret ballot on all change-of-policy legislation passed by Council. Faculty to vote by secret

ballot on such legislation if accepted by student body. If a majority of faculty accept, the policy or rule becomes effective unless vetoed by principal. If faculty rejects a proposal, committees of faculty and Council meet for compromise. Also, the school now has a plan making it easy for pupils to present proposed measures or policies. Committees in all areas of school life were formed. Any pupil can now take an idea to the proper committee, which will consider presenting it to the Council. Our goal is a school job for every boy and girl in the student body. If we can reach it, our problems will be few and our own labors lightened. Today, the most skeptical faculty members will admit that we have an improved school.—C. C. CLARK in *Ohio Schools*.

### *Chemistry Revolt Succeeds*

The second-semester chemistry course of Overton, Neb., High School was revised in 1938-39 to be taught as consumer chemistry instead of college-preparatory subject matter. This made the course of greater value to the 80% who will not go to college. But to validate the change, at the end of the semester we gave the consumer chemistry class the same standardized tests taken by the 1937-38 class which had studied formal chemistry. The instructor had hoped that pupils would absorb necessary fundamentals through the new method of practical application. The tests showed that they did. The new class ranked as a whole well above the median for the country, and as well as the 1937-38 class. The general intelligence of the two classes was equivalent. No definite number of laboratory periods was set aside. If a class discussion led to a week's work in the laboratory, the class moved into the laboratory for the week. Surely courses of this sort which give the average pupil something tangible and practical to work with and at the same time ground him in the fundamentals, are justified in any high school.—JOHN D. COX in *Nebraska Educational Journal*.

### *Don't Forget Instalments*

An analysis of the placements made by the Sawyer School of Business (Los Angeles, Calif.) brought forcibly to our attention the fact that increasing numbers of our graduates are being placed in positions with instalment firms. About one-third of all retail credit sales are instalment sales, but few schools have introduced a course in instalment accounting. As a result of our discovery, we decided to provide instruction in the field of bookkeeping and accounting for instalment sales. Our short course on this subject typifies the conditions of the average retail merchant.—GEORGE WALKER in *Journal of Business Education*.

# LINING UP ROGER:

A true episode in Jefferson Junior High School's  
"indirect guidance" plan, told from three angles

By KATHLEEN KAISER

THE first time I saw Roger Clemens was September 6, 1939, when he was enrolled as a member of the homeroom in which I was chairman. He had come from the other junior high school in the city, and although the rules were very much the same, it was the monitor system here that instigated trouble for Roger.

Upon Roger's arrival, there seemed to be nothing unusual about him and everything went smoothly for about three days, when our homeroom was presented with a ticket issued for Roger's misbehavior in the corridor. Since the monitor system was something new, the ticket was blamed on his ignorance pertaining to the rules and dismissed from the minds of everyone.

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EDITOR'S NOTE: Miss Kaiser, a 15-year-old pupil of the Jefferson Junior High School, Dubuque, Iowa, submitted this article to us at the suggestion of W. Howard Bateson, her teacher, who with E. R. Lorenz directs the "auditorium social arts" division of the school's guidance program. Following Miss Kaiser's story of her part in the reformation of Roger Clemens (which is not his real name) is the boy's own brief statement concerning his change of attitude. Miss Kaiser's part in this episode is not an isolated phenomenon. Instead, it is an example of the school's program of "indirect counseling" by pupil leaders. We asked Mr. Bateson for information on the school's plan, which is presented after Roger's statement. For fuller details, see Mr. Bateson's "Auditorium Social Arts: Laboratory in Citizenship" in the March 1940 issue of THE CLEARING HOUSE.

However, the very next day, another ticket was issued for the infringement of the rules again and in the homeroom the teacher (an old acquaintance of Roger) kept him after school and explained the entire system and all the rules of the school. She also told him, that in fairness to all the other pupils she would have to inflict penalties for his demeanor.

Roger listened rather reluctantly, and despite the efforts of the teacher to show him she was only carrying out her duty, the boy rebelled!

The very next day, in the 25 minutes preceding class, I had my first experience with Roger. I went to our homeroom several minutes after the bell rang to find it in an uproar. After very little trouble, order was restored, and everyone settled down to work. Soon several girls began to whisper and giggle, and Roger felt their conversation concerned him.

He burst out angrily with some rather bad tempered retorts, and the room became a mad house.

It was here that I decided that something must be done about this "impediment", by force if necessary minus all preliminaries, for although I had been fairly successful up to the present in averting serious calamities, I felt the time would come when a regular riot would result, for the morale of the homeroom was very low. That evening I went to the teacher, explained the situation and voiced the desire of doing something to make Roger behave.

It seemed that Roger was suffering and handicapped by an inferiority complex, which was perhaps started by associates in

school, church, and other places, when they by showing their talents in various forms, reminded him of his menial position. For Roger's outlook on the whole affair was this: He didn't excel in athletics, his scholastic abilities were not even average, and he was no musician. So to conceal his inferior feelings he pretended to be a first class "bad boy". The boy lived in a world all of his own, the only pleasure he had was in his reputation of being a first-class "meany".

The first thing we did with Roger was to place him in front of the room. This may sound childish but it did not allow so much time for him to misbehave or agitate the members of the class. Up to this time, his improvement in homeroom had been remarkable, but the tickets were still coming in.

Roger was the kind of person who was very extreme, either your good friend or your bitter enemy. So realizing if he were to be helped over this period of "arrested development" it could be only through kindness, we became fast friends.

It would be impossible for me to tell you how, for each day we carried on conversations, talked aimlessly on foolish subjects, but Roger responded, he became quite a distinct personality in the homeroom, for he was a very likable chap despite some of his undesirable traits, which were still very prominent at times. However to the other members of the homeroom he remained slightly indifferent, and they let him know he was very much disliked. It was quite a difficult job to intervene for Roger, for he seemed to ignore the pupils when they did talk to him.

Several days passed. Roger's progress became remarkable; he began to take an interest in everything.

Although his attitudes toward some things had changed, the tickets that continued to be issued were quite a problem. To Roger they seemed to be a matter of course. People in the homeroom, who apparently sensed

the change in him, began to defend him, saying the monitors were prejudiced. It was hardly fair, they felt, to penalize someone who was merely bearing the brunt of dislike, yet struggling to behave better.

Numerous events happened that were very interesting to me, but would seem absurd to mention here, but each absurdity marked a little improvement in Roger as a classroom citizen. After several weeks, because of honest endeavors on his part, I gave him a place which had been previously mine, on the monitor staff.

### ROGER'S STORY

When I came to this school, I didn't like the way it was run and I didn't try to behave.

One of my teachers told me if I would try to adjust myself to the surroundings I could avoid a lot of trouble.

Another teacher told me the school was run by the children. I should try to be a leader.

All my life people had been talking to me about good behavior, and it didn't even make an impression.

But when I saw you (Kathleen Kaiser), saw how many friends you had, how nice you were to everybody, I decided to try to behave. I did, and I'm going to try to do so all my life. It is worth it, to be a good citizen.

### MR. BATESON EXPLAINS

Kathleen Kaiser, the author of the story sent to you, is a very fine girl. She is definitely above average in her attitude and her ability, but she is typical of many girls of her age.

Our plan for citizenship training, which was outlined in my story published in your March issue, makes use of indirect counseling. We seek out dependable pupil leadership. Through informal counseling with these leaders we give them an understanding of the fundamental principles of

general psychology—that is, insofar as they apply to understanding human nature and particularly the problem child.

In the case of Kathleen, I gave her a copy of *You Yourself*, by Anne Bryan McCall, to read after she had come to Mr. E. R. Lorenz, my co-worker, and me with her problem. During the reading of this book she frequently came in to talk things over with me. She soon found the parts of the book that applied to her problem, and came to her own conclusions as to the best method of procedure.

Roger Clemens was not aware that he was the subject of her study, until a few weeks before the closing of school. Kathleen came in one morning and stated that she thought we should tell him what we had done, that she was afraid that if he found it out himself, he would be suspicious and resentful, and she wanted to know how to go about telling him. She has a strong sense of honor and fair play, and she seemed to think that it was her duty to take him into our confidence.

I agreed with her, but suggested that she wait until the psychological time had arrived. I suggested that she write to Anne Bryan McCall, and tell her what she had done, and that she should approach her friend Roger on this basis, namely, that she had an opportunity to write an interesting story which might merit publication, and that this would mean a great deal to her, and that he could help her by consenting to her plan. He agreed.

As to results, in some respects they were very gratifying. I was particularly interested in watching a boy entirely antagonistic to everyone become friendly toward his classmates.

Through direct counseling carried on in connection with the indirect counseling, Roger learned a great deal about himself and others. He knew just what some of his bad habits were, why he had them, and seemed to be making an effort to overcome them. Of course, habits formed and repeated over a period of fifteen years are not broken and re-built in a period of ten months. The interesting and significant thing is that Roger recognized his own difficulties and was making an effort to do something for himself.

I therefore feel justified in saying that insofar as attitudes and ideals are concerned, the results were encouraging. Nothing was accomplished toward improving his study habits and his classwork. However, this was not our problem. We were concerned with trying to make him change his anti-social attitude.

This was a preliminary experiment leading up to a three-year project in which we have established a leadership committee (consisting of a group of pupils) to study the text, *You Yourself*, and spread out the indirect student counseling technique into all our auditorium classes. The work started in September, and will continue through with a seventh-grade group for three years.



### More Artistic Report Cards

An investigation of report cards, which has resulted in a collection from many foreign countries, includes a very pleasing one from Yugoslavia, which suggests the possibility of making our own report forms more attractive to children and parents. The booklet from Yugoslavia possesses several features which entitle it to rank among the best of those produced in our own country. Although it is not a work of art, it is, nevertheless, interesting.

In this six-page booklet are included not only estimates of progress made in reading, writing,

and arithmetic, but also regulations concerning the operation of the school about which parents require information. The illustration on the front page is character-building, for it shows three little boys walking arm in arm on their way to school. The three different costumes represent the union of Serbia, Croatia, Slavonia, these being the nationality groups of Yugoslavia. The inside cover bears a picture of their young king, Peter II, and several other illustrations are included in the folder.—E. A. MORGAN in *The Idaho Journal of Education*.

# ART *in your* COMMUNITY

The Indians prove that capacity to produce beauty is a widespread gift

By WILLARD W. BEATTY

TEACHERS of creative art face a difficult problem in the tendency throughout our culture to departmentalize art experiences and refer to them with a capital A. Paintings, for instance, are thought of as something to put in a frame and hang on the wall. Sculpture is something that stands around decoratively symbolic, usually in some corner which was not designed for its display, so that in many cases it looks severely out of place. Interior decoration deals as much with the placement of bric-a-brac and non-essentials as it does with the functional placement and design of utilitarian articles.

But art has not always been thus set apart. With the American Indian in his native state, beauty bore functional relationship to life. His home in most instances was simple, direct, and functional, dealing with available materials in the simplest and most useful manner to serve the necessary purpose.



EDITOR'S NOTE: *Administrators, art teachers, and club sponsors will find in this article incentive to encourage art and craft work by pupils and by adults in the community. Dr. Beatty is director of education of the Office of Indian Affairs, Washington, D.C., which has charge of the hundreds of Indian schools and adult training projects throughout the country. The author explains the reason for the natural artistic ability of Indians, and states that this ability is just as widespread among white people. The latter simply have been hampered by certain restraints, from which they can be freed.*

The artifacts utilized in the home were also utilitarian. Jars were not made to sit empty on the hearth to add a touch of beauty but were designed as containers for water, for the storage of grains, or for cooking. Leather was used to form containers, to make clothing, or to provide shelter. The Indian was fortunate in living in an age when souvenirs were not fashionable, with the result that his home was not littered with an accumulation of trash retained primarily for its sentimental value. When a thing could no longer serve a useful purpose it was disposed of.

Many Indians were nomadic in habit, and because their means of transportation up until the importation of the horse by the Spaniard was limited almost entirely to what they could carry on their own backs, it was essential that they travel light. Therefore what they made and what they used was designed to satisfy these requirements. On the whole the things which the Indian set his hand to in order to produce objects of utility became objects of beauty in their lines and proportions, and in the applied ornament. However, it would be a grave mistake to assume, as is done by some sentimentalists, that all Indians are natural-born artists and that their taste for line, mass, or color is uniformly good. This would be far from true.

It is probable that the proportion of Indians who enjoy good taste in such matters may be larger than would be true with an ordinary cross section of Whites. This may be in part due to the fact that in his native state the Indian was not subject to pressure from cultists whose self-appointed task was

to advise what was and what was not in good taste. What the Indian made, he made to live with, and he apparently believed that that purpose justified the effort to make it beautiful.

The shapes of his pottery or his basketry were therefore in curves which were eye satisfying as well as useful. On the surface of these pots and baskets he developed a design. Most often the design was there for the purpose of giving the object added beauty. If the pot was to see rough usage, the design was incised. If a more kindly treatment could be expected the decoration was painted on and fired into the surface. In basketry the design was usually created by interweaving natural materials of different color from the basic material. If the object had a ceremonial purpose the design might have symbolism, as is the case with the communion chalice or the processional cross in the Christian church.

There has been a great deal of sentimental foolishness talked about the symbolism in all Indian design. An individual worker might use a design which was traditional in her family, or which for her at the moment of its use was chosen because she believed it had an individual significance to her or her family. But in general the place and importance of symbolic meaning in Indian utilitarian craft work has been exaggerated.

Indian colors were basically good because the mineral tints and the vegetable dyes which could be obtained from the environment were pleasing and mild. The desire of the Indian for brilliant colors also has been greatly exaggerated. He got most of his bright colors, and in many cases the habit of using them, from the Whites. His taste, however, in selecting and combining them has usually been much better than that of the Whites because he never stopped to consult authorities but used colors in a way that gave him personal satisfaction.

What has been said about the Indian has significance for those who are concerned

with creative arts as they may affect community living. The Indian has demonstrated that art to be useful need not be the creation of isolated individuals but should be the expression of everyone. Almost every Indian family made its own pots or baskets, wove its own fabrics where that was possible, cut, sewed, and decorated its own clothing. The boy or the girl, as the case might be, learned to do these things as part of tribal education and often was sought in marriage because of the quality of craftsmanship which had been acquired.

Looking back over our own social growth, one can fix the date when handicrafts left the home and became the impersonal product of the factory. Judging by the weaving and the embroidery of our forebears, the deterioration in public taste and the setting aside of art as something apart from daily living, appears to correlate pretty closely with the beginning of mass production and purchase of utilitarian objects rather than their individual construction within the home. There is therefore something quite fundamental in the present-day encouragement to creative expression upon the part of the majority, which is reintroducing experience in handicrafts as a phase of community recreational or leisure time activity.

Just as the upsurge in music appreciation and participation appears to coincide pretty closely with widespread participation in music production through bands, orchestras, and choruses in our schools, so we may anticipate a similar upsurge in appreciation for and in the production of objects of beauty in proportion as we persuade many children in our schools to participate in the making of objects, in the painting of pictures, in the modeling of sculpture, and in a variety of other creative activities.

If, as they leave school, we provide opportunities for their continued participation in such creative work, either within their own homes or as part of community activity, the influence of their work on community living will increase. While a com-

munity which brings into its midst a display of fine arts by recognized masters is to be commended, were the choice offered between such a display and a hobby show exhibiting the creative handicrafts of the boys and girls and men and women within that same community, the hobby show might exert a greater and more constructive influence on community life.

Growth of taste and artistic expression upon the part of the average man is handicapped by the conviction which has been forced upon him that he lacks the skill or ability to produce beautiful things. Yet a study of primitive peoples reveals that the capacity to produce beauty is a widespread gift.

There may have been only one Leonardo da Vinci, but there have been and will continue to be countless potters of Acoma, San

Ildefonso or San Juan from whose hands will come innumerable, individually modeled objects of beauty which, all told, may bring greater pleasure to more people than Leonardo's Last Supper.

It is only fair to assume that within home and community work shops children and adults of an average American community can learn to produce clay bowls, pewter mugs, woven rugs, embroidered fabrics, pictures in water colors or oils, statues in clay or in stone, chairs and tables and innumerable other useful yet beautiful articles which will enrich their lives and those of their associates by adding to the beauties of the environment. And the lives of the craftsmen will be enriched to an even greater degree through the opportunity for creative expression opened to each one in the community.



## A Camp Is Better Than a Schoolhouse

During the past fifty years, economic factors have thrown people together in cities with little or no breathing space that is not entirely enclosed by concrete and mortar. Land is expensive and every inch of space is utilized. Consequently an architectural monstrosity that looks strangely like a huge mill is thrown up. Immediately two pocket-handkerchief spaces of grass are planted at the front entrance, with large signs requesting students to *Keep Off the Grass*, and the average board member places his thumbs under his suspenders and says, "See what an excellent school we have!" . . .

Boys and girls need room! They have to get out! . . .

Many subjects taught in any high school could be taught outside. Writing, dramatics, handicraft, social studies, and myriads of others would take on new meaning in a natural setting. . . .

The more advanced and thinking type of educator realizes the shortcomings of the modern educational system and is casting about for a solution, but too much experimentation within the walls of his school is dangerous from a political standpoint. He cannot afford to openly adopt an experimental attitude. This is the point at which camping enters the picture. Camping is a new thing. It goes unencumbered by tradition and state regulations.

The only thing that is required of most camps is the building and preservation of health and morals. In the public schools, all hands are tied by tradition, while the camping movement on the other hand is young and fluid. It has not reached the state of crystalization which characterizes all schools. Camping is left free to accept and to put into working clothes any of the newer points of view in education as they are developed. The camp furnishes an ideal laboratory for experimentation of this sort. This is the foundation of progressive education. . . .

There have been scattered attempts at the establishment of the summer camp as a part of the school plant, but as yet no school has experimented with the year-round program. Camp principles and procedures have as yet no influence on the public school, because the school is still in the stage of regimentation. Most educators have let the idea that there is something to learn from camp sail completely away from them. However, it is to be hoped that some day the little landlubber who is the victim of present-day teaching methods will see the ship with the silver sails and hop aboard, along with his more freethinking teachers, and sail away to an educational system that will serve him twenty-four hours a day and not just eight.—ALICE CASHEN in *The Texas Outlook*.

# INTEGRATION WORKS

Under adverse conditions a group of teachers explodes the myths about time, expense, talent

By GLENN S. THOMPSON

**D**URING THE past several years, a great deal has been written about integration, both as it relates to the curriculum of the secondary school and to the methods of teaching used. Current educational literature is replete with articles, monographs, bulletins, and books on the subject. Some authors stress the integration of existing subject fields into unified wholes. Others think of integration in terms of "significant life experiences" for adolescents. Still others stress integration of learning procedures. Whatever the point of view, some of the arguments in favor of integration are well nigh irrefutable.

A few schools have developed integrating types of curriculums that appear to have merit. Many teachers and supervisory of-

ficers believe wholeheartedly in the philosophy underlying an integrating type of program. Some teachers have had the temerity to try the idea "on their own", either with or without the consent and cooperation of their supervisors and fellow teachers. However, the percentage of the secondary-school population in this country actually exposed to any type of integration work (so recognized by the persons conducting this work) is probably small; this in the face of the previously stated proposition—that the idea of integration is widely accepted.

Such a discrepancy between belief in the worth of an idea and actually putting the idea into action may be but one more in the long list of examples in which practice lags far behind theory. If so, it is likely time will operate in favor of closing the gap. However, there are certain concepts currently held concerning integration which tend to block attempts to put the theory of integration into practice. From sources which we need not attempt to locate here, many teachers and supervisors have developed ideas like the following ones:

1. Integration requires unusual teaching ability. Only the very best teachers are capable of using integrative procedures with any assurance of success.
2. Pupils must have unusual intelligence and ability; only those from the upper reaches of the scale can work with satisfaction and effect in an integrating program.
3. More equipment than is ordinarily available in these days of restricted budgets is needed.
4. More time than can be provided in the conventional school program is needed

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EDITOR'S NOTE: *The author here reports on the success with which a group of high-school teachers under his leadership conducted a project in integration. The results proved, he feels, that: any high-school teacher who believes in integration can succeed with it; that any pupil can do the work and profit by it; that it costs no more for material and equipment; and that the time required causes no serious dislocation in the "essential" program. Dr. Thompson believes that to introduce integration into the average high school, no radical upset is necessary—just a sensible and gradual modification of the existing program. The author is an Assistant Professor of Education on the faculty of the School of Education of New York University, New York City.*

in order to carry out an integrating program.

From experience gained in conducting integration classes in several different types of school situations, the author is led to believe that none of these beliefs is well grounded in fact.

It may be true that not all teachers can integrate, but many of them can. It may be true also that not all pupils can carry out successfully all of the activities involved in an integrating type of program, but the great majority of them can. As far as materials and equipment are concerned, the problem is one of making adequate use of that now available, rather than one of securing more or different types.

As for time in which to carry on integrating types of activity, this is a problem that almost solves itself, once the values to be derived from them have become clear enough so that they can be contrasted with the values derived from the more conventional types of activities. We generally do find the time to do the things we believe should be done—not because we *have* to do them but because we *want* to do them.

Under such circumstances we begin to think in different terms. Adding further curricular activities to an already full program appears absurd. We are, to a great extent then, forced to think in terms of a sensible reorganization of the existing program, so that values now cherished in preference to some held previously may be realized. Such a reorganization need not necessarily be a radical one. Much that previously existed may find a proper place in the reorganized program.

In sum, it appears to the writer that:

1. Any teacher who believes in the idea of integration can handle the teaching problems involved if he has even a modicum of imagination and resourcefulness.
2. Any high-school pupil, with the possible exception of those physically disabled in certain ways and those mentally retarded in certain ways can take an active part in

an integrating program and profit in so doing.

3. Added costs for material and equipment are unnecessary.

4. Program adjustments with respect to the "time" needed can be made with no serious dislocation of any so-called "essential" phase of the total program.

These are broad assertions. To what extent can they be substantiated? If space permitted, several specific illustrations involving teachers and pupils in distinctly different types of school situations could be described, all under the general direction of the writer. The one situation in which, at the beginning, there seemed to be the least chance for a hopeful outcome, is chosen for brief description here.

At the conclusion of the first term of a course on the theory of integration, offered by the writer at Catskill, New York, under the auspices of the General Education Division of New York University, the principals and teachers enrolled were of one mind. They wanted an answer to this question—how can we actually get some practice in doing the things we have set up as being desirable?

This class had real difficulties to face in getting a worthwhile answer to the problem of securing "practice" as integrators. Each class member was a full-time principal or teacher in some public school in that area. Some traveled as far as twenty-five miles to attend the class, thus there was no possibility of meeting before four P.M. on the afternoon set aside for the class. The amount of time that these active professional people had at their disposal for "extras" was not great. Since the class could meet only at four P.M. on Wednesdays, obtaining boys and girls to participate with the University students in enough weekly meetings to make the effort worthwhile was a serious problem, in fact, this was the real crux of the whole matter.

With the help of several Catskill school officials this problem was eventually solved.

Thirty-five seventh- and eighth-grade boys and girls of diverse temperaments and abilities met with this class for the first time at four o'clock on a cold, bleak Wednesday afternoon early in February. These children stayed until nearly six o'clock, so long that we grown-ups were fearful about their getting home to dinner at the usual hour. This seemed not to be a serious matter to the children, either on that first meeting day, or thereafter, for on each succeeding Wednesday afternoon until and including the first week in May, these boys and girls were on hand. They were persistent, enthusiastic, and capable workers. Some, as might be expected, were more effective than others, but each boy and girl made a real contribution to the project in which the group engaged, and this contribution was recognized.

In condensed statement, this class of University students and their "practice" group of boys and girls undertook to "re-discover Catskill". Six committees, each assisted by one or more University students (the experienced teachers enrolled in the class), undertook an extensive study and exposition of some phase of Catskill life. Each phase seemed important and highly relevant in terms of Catskill "as a unique community".

Group conferences, individual conferences, planning meetings, progress report conferences, and final reports—all were held at appropriate times. Dozens of people were interviewed; many, many places were visited; pictures were taken (both still and movies); charts were made, models were

constructed, dramatizations were given, and books were assembled. The entire group was always busy making plans, carrying them out, and checking their own accomplishments.

The boys and girls used a great deal of their "free" school time, their afternoons and evenings, and some of their spring vacation time, in addition to the Wednesday afternoon meetings, in order to complete their part of the project. Some of the things on which they worked seemed of such value to them that they proposed to carry on in similar ways throughout the summer. One group of girls formed a school club for the purpose of studying art and architecture during the coming year, using the local examples as a beginning point.

Here, then, is an example of a group of experienced teachers who, having become acquainted with the theoretical side of the integration picture, set out to see whether they could make their theory work. They did accomplish this feat under about as difficult conditions as any teacher might expect to face.

To the writer, the real key to the success of these teachers in their first venture as integrators was their conviction that whatever circumstances they needed to face, they would face. And they did.

It appears, then, that integration is possible if we have the imagination, patience, and fortitude that good teachers should possess. With these attributes, some of the *disintegrating* phases of school life tend to be transformed into those of an opposite type.



### *Don't Teach Literature!*

Literature may be understood, absorbed, loved, talked about, and written—but not taught. As a student in college I was vaguely aware of the truth of such a fact, but only as I became a literature teacher did I awake fully to the realization that the first problem confronting the modern English teacher is the problem of *not teaching* literature.

Not only is the beauty of the masterpieces of the ages often ruined by rigid analysis, but many times the natural love for literature is turned to hatred because of the pedantic teacher who insists that her students be able to define and explain every word in a line of poetry.—GLYNDOLIN ALEXANDER in *The Texas Outlook*.

# AIMS *determine* POLICIES

## Pointed comments on an oversight

By HAROLD S. TUTTLE

I HAVE JUST come from another educational conference. I believe in educational conferences. They have value in stimulating thought. They have notable value in reflecting current attitudes of schoolmen. I discovered some of those attitudes at this conference.

The theme of the conference was "The Aims of Secondary Education". After a brief preliminary discussion and the definition of certain words, the chairman said, "I suppose we might say that our aim is to provide a balance between social attitudes and social intelligence." From the floor came the comment, "I think that is an excellent statement. I don't see how it could be improved upon. Now let's get down to some *practical* questions."

A comparison of the six-year high-school organization with the 3-3 type occupied some time. Then the subject of the limita-

tions of extracurricular activities came up, with a comment on the teacher's legal responsibility and the need of legal protection. Guidance, especially vocational, was deemed to be necessary in the junior high school. Specific vocational training at that early level was frowned upon. Most of the arguments centered around expediency. The limited budget came in frequently for its share of criticism—also for a realistic recognition of its influence. The conference was very practical and stimulating. It lasted for two hours.

The announced theme was "The Aims of Secondary Education". Scarcely once in the entire period were criteria set up as a basis of judging the success of the high school or of any particular phase of it which came under discussion. The word "aim" was used a few times, but it was tacitly taken for granted that if curriculum material of a substantial sort could not be dispensed with the aim was automatically realized when such material was provided.

"Of course you must have good teachers" was another standard argument. After scoring the college for exerting too great an influence on the program of the high school, the conference acknowledged that the junior high school should prepare for entrance into the senior high school.

It would be a complete misinterpretation of these statements to assume that they represent a criticism of the conference. The conference was practical and stimulating, and it reflected the trend of opinion in the field of secondary education today.

The point is that teachers and principals are not required to think in terms of goals. School boards and patrons, especially tax-

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EDITOR'S NOTE: *Dr. Tuttle believes that too often policies in secondary education are established before the making of clear and adequate mental blueprints of the aims upon which the policies should be based. By coincidence, this article was edited for the printer on November 8, 1940. The newspapers that day announced the crashing of the third largest suspension bridge in the world near Tacoma, Washington—toppled by a mere 35-mile wind. The disaster was said to be caused by a policy of using solid-surface steel girders. The neglected aim in this case was that of building a bridge which would withstand a strong wind. Dr. Tuttle is a member of the faculty of the School of Education, College of the City of New York.*

payers, see to it that administrative officers and, as far as possible, teachers think in terms of "practical" considerations. Most patrons who influence school policies went to school themselves when they were young. They know what schools ought to be like; they remember! To be sure, many of them said many uncomplimentary things about the school while they were pupils, but they are older and wiser now, and a blue haze of distance touches their memories with a halo of sentiment. Without any thought of hindering progress, the public will keep the schools fairly traditional if possible.

Once a pattern is set and generally approved, what incentive has a schoolman to raise questions about its purpose? If such questions are to be raised teacher-training institutions must raise them. Yet blunders constantly occur, and chiefly because school administrators have not held clearly in view the criteria by which to judge the success of the school. The formulation of aims for education is a baffling task, but it is indispensable.

There are principals who say with pride, "I have good teachers. We have good organization. Our curriculum is excellent. What more can anyone ask?"

Beside a building site recently were stacked several thousand bricks of the best quality. Beside them were several hundred sacks of cement, also of the best quality. An adequate crew of workmen was on the job, the best workmen in the city. They were well organized. They were divided into three shifts. Work never stopped. Floodlights were used at night so that no delay was necessary in the building program. What more could one ask? What more, indeed, except an architect's plan and a blueprint! Whether they produced a warehouse or a castle really did matter!

A gardener has an excellent collection of seeds—seeds selected from the best stock. The soil is excellent. He is skillful. He knows how deep to plant each seed and in what kind of soil. Will he have a beau-

tiful garden? That depends somewhat upon the pattern according to which he plants his seeds!

A baker prides himself upon the quality of materials which he selects and upon his skill in mixing and baking them. He is also proud of his modern baking equipment. What will come out of the oven? That depends somewhat upon the objective which he has in view!

These analogies are not warped and unreasonable. They are painfully true to the situation. Organization is at present keyed to economy and convenience of administration rather than to the discovered needs of growing social beings. Architecture during the past twenty years has somewhat increased the protection of children from fire, from excessive stairclimbing and from eye-strain. The improvement has been less marked in provision for social development of adolescents. Organization trends have followed fairly closely the business curve. If the six-year high school can be administered less expensively than the 3-3, then all sorts of reasons can be found to justify the six-year program.

Few indeed have been the studies of the effects of the six-year high school on discipline, on ambition to continue in school, on vocational intelligence, or on general emotional adjustment. Little study has been made of the effects of the six-year high school on the applicability to life of the first two or three years' work.

Profound changes in school organization and school architecture might be made necessary if educators would more generally come to grips with the question, "What needs to be done for these adolescents in order to make them wholesome, efficient members of a good social order?"

Curriculum reform has moved somewhat in that direction. And yet it has stopped a long way from the goal. The point of departure is still the traditional type of curriculum with the traditional division of subject matter. The very wholesome ques-

tion is asked, "Is this material related to life?" If the answer is even faintly affirmative it is assumed that the curriculum is satisfactory.

A very different curriculum would result, however, if the approach were from the question, "What kind of experiences does the child need in order to live a wholesome, efficient life?" When clear-cut aims for education are set up the curriculum becomes suddenly transparent and all its weaknesses and flaws stand out sharply.

No less is true of methods. If children study faithfully and recite with zest, the assumption is that a perfect method is being employed. But children attend movies with interest and talk about them with zest, and the education which they receive there is not necessarily ideal. Good methods may be merely clever motivation devices for the study of arbitrary and non-functional facts.

Controlled experiment in a good sized city school system with the use of a series of carefully planned arithmetic drills was undertaken recently. At mid-year tests were given. The experimental groups in which the new drills were employed showed a very marked improvement over the pupils of the same grade in the control rooms. The superintendent was enthusiastically preparing his report of this experiment when the physical director of girls came into his office.

"I have a perplexing problem," she said, "which I cannot solve. I have noticed quite a number of girls on the playground growing more and more nervous. The situation has reached a stage so critical that I must ask your help."

She submitted the names of the girls. They were checked with the arithmetic experimental groups. Every one was found to be on the list of those who had done exceptional work under the new arithmetic drill plan!

This is an actual case. You have at this moment no way of knowing whether the

superintendent went on and completed his report or abandoned the experiment. It all depended on the aim toward which this superintendent was working. If he considered efficiency in arithmetic a major objective and mental health incidental, then he went on and finished his report. If he considered mental health a more important objective than arithmetic skill, then he abandoned the report. *The aim which one holds for education determines policies.* The issue is not always as clear-cut as in this case. But always aims determine the policy.

An enthusiast for vocational education organized a large series of vocational courses and offered them in his high school, beginning in the first year. In a very few years the numbers of pupils dropping out of high school before graduation increased notably, and of those who were graduated the number entering college decreased in equal degree. "Every boy and girl needs training in a vocation," he said to a group of cultured parents who protested his program.

"And every boy and girl needs education for citizenship and culture," replied the protesting group. Educational policies reflect educational aims.

Six hundred fifty truancy cases were studied by a committee of experts. Thirty-four per cent of these were found to be closely related to the rigidity of the school curriculum. The curriculum was defended by the superintendent on the ground that standards must be maintained if the schools are to be worth attending. Truancy led to delinquency, delinquency deepened into crime. Was the aim of the school social adjustment or was it the meeting of some traditional standard?

Educational policies are determined by educational aims. Unless educators rapidly clarify the basic purposes of education the public will soon challenge the soundness of its financial investment, even without the incentive of a depression.

# THE EDUCATIONAL WHIRL

*A department of satire and sharp comment*

*Contributors: EFFA E. PRESTON, JOSEPH BURTON VASCHÉ, FRANK A. LONN, KERMIT EBY, JAMES RINSETT, MERRILL E. BUSH, SARAH MILLER, R. ELIZABETH REYNOLDS, ROBERT M. LEE, and NAOMI JOHN WHITE.*

Some beginning teachers take themselves so seriously we wonder whether they weren't born with a course of study in one hand and a State Monograph in the other.

E. E. P.

## *Who's a Cheat?*

I'm puzzled about this cheating business. If I help you—lend you a quarter, fix a flat, rake the garden—I am a swell guy and a good sport. But once you enter the school door and you offer—and I receive—help of any sort we are both liars and cheats and worthy only of biting scorn and bitter condemnation.

Name another situation in life except the school-room where it is a sin to give and receive help—and I'll eat this magazine, blue cover\* and all!

N. J. W.

## *Faculty Inconsistencies at Jitter High School*

The principal who insists the teachers be punctual in meeting his smallest demands—but who never sends the official reports to the superintendent on time.

The attendance clerk who dishes out drastic penalties to every tardy adolescent but who always tiptoes late to church.

The social scientist who gives the final senior semester course in family relationships but who has lived these many spinster years in the local hotel.

The domestic scientist who trains the gals to

make their own clothes but who pays each month on her city department store frocks.

The commercial instructor who teaches the kids to balance the books but who habitually has to stall off his own grocer.

The English teacher who inflicts the old poets on the students but who spends most of her own time reading the most risqué novels.

J. B. V.

## *Tragedy*

*Wild-eyed teacher:* What shall I do? I've given the printed current events test to my class, and I can't find the key that came with the papers!

F. A. L.

## *In Times Like These*

Once a mother came to me and asked me to encourage her sixteen-year-old youngster to give up his interest in jallopies, and to study to become a lawyer. After all, "his father and grandfather were lawyers." I agreed to help and pointed out that the best way to stimulate his interest in law was to begin with his interest in contemporary problems, which would prompt him to think and read. "Teach him," she replied, "but don't teach him to think."

Perhaps she was right; maybe he would be happier—either as mechanic or lawyer—if he weren't taught to think!

K. E.

## *More Character Ed. at B. H. S.*

There is heavy traffic, especially during the hours when school is being convened or dismissed, on the five-lane highway which passes B. H. S. For half a score of years the administration has been trying to prevent students from risking life and limb by crossing the highway at other than the regular crossing. The administration has blown now hot, now cold on the "problem", most of the time ignoring it but at others going to the extent of planting half

\* Or whatever color it is this month.

EDITOR'S NOTE: *Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.*

a dozen faculty members along the sidewalk to prevent illegal crossings.

The problem has, at long last, been resolved. The administration has obtained the services of a city policeman who stops automobile traffic in the middle of the block so that students may cross there! J. R.



## No Smile Was Smolled

No doubt you've heard it and certainly it's not original with me, but I've never happened to see in print the following "Conversation overheard on a street car":

"If I'd knowed I could of rode I woulda' went,  
But I couldn't of et nothin' nohow;  
But say, keed, if I'd knowed *you* was a-wentin'  
I'd of flang out my arm and wove at you."

I repeated this to my freshmen (in college) after a particularly ungrammatical set of papers had been returned to them—and not one freshman even smiled!

M. E. B.



## Wanted:

1. Formula for combining discipline with humanitarianism without becoming a stern crank or an easy mark.

2. Formula for assuming weighty responsibilities of the teaching profession yet not becoming absorbed by them, so that other interests can be maintained.

3. Formula for planning so that home visits, papers, advanced courses, extracurricular activities, programs, "Open Houses", etc., still leave time for a bicycle ride with friends.

4. Formula for doing the work through the day so that one can leave the building still full of vim and vitality.

S. M.



## Originality

In this day of stress on the teaching of originality, nothing can equal an assignment which calls for original examples illustrating different types of sentences. The following added a touch of color to one day's work.

"I seek in vain to find him, even though he is supposed to be dead." (Complex sentence)

"Billy went to the football game and saw it twice." (Simple sentence with a compound subject and predicate)

"Did you see the dog that came this way which was in the pen over there?" (Compound-complex sentence)

"Books are wonderful companions, but everyone needs friends." (Compound sentence).

R. E. R.

## Progress

1930—

"Hello, dad," called Violet Rath.

"Hello, dear," answered Mr. Rath. "Had a busy day at school?"

"Oh yes! It's pretty hard teaching students nowadays. Had to use the hickory stick on a couple of kids. Gave them a test. It'll take me the whole night to correct the papers."

1932—

"Hello, Violet. How was school today?"

"All right. But I sure have a hardheaded bunch of youngsters. Had to drill, drill, drill facts into their thick skulls. Lectured to them for three hours, but the talk just went in one ear and out the other. I gave them a lot of homework to do."

1935—

"Oh, hello dad. I'm using a swell new plan. All I do now is to write an outline on the blackboard and the students study and fill out the outline by themselves. Teaching isn't so hard now. But I still have to check their homework and test papers. No movies for me tonight."

1938—

"Well, Violet, how are your students?"

"They're fine, dad. The students now make their own study outlines and study by themselves. All I do is answer occasional questions and give them tests. Some person just invented a neat gadget which corrects test papers. I'll be out tonight, dad."

1941—

"Hello, dad. The students are fine nowadays. They worked the whole day without my help. I read three good novels today. The theme correcting machine works fine now. Another machine which grades the students for me is just out. Well, goodbye, I'll be at the Spring Ball tonight, daddy."

1943—

"Hello, dad. I'm going to get married soon. The superintendent just told me that my services will not be required after June 10. Somebody invented a robot to take the place of teachers. John's taking me out again. Goodbye."

R. M. L.

## Definition

*Dean of Boys*—The guy who not so many years ago was the meanest devil in school, but who is now capitalizing upon his ingenious experiences by drawing big pay to keep the schoolkids from raising the same cain he used to raise.

J. B. V.

# Shall Pupils Be Delegates to NATIONAL MEETINGS?

By ELLEN BOOTHROYD BROGUE

THE NATIONAL ASSOCIATION of Secondary-School Principals of the National Education Association has repeatedly taken a stand disapproving of organizations which require the attendance of high-school delegates at national conventions. This position may also be construed as applying with equal force to contests of national scope in which the participants are pupils representing various high schools. A most emphatic illustration of this disapproval was afforded by the abolishment of the National Basket-Ball Tournament more than a decade ago.

The Secondary-School Principals have been criticized by some for their lack of support of national conferences and contests for high-school pupils. It is the considered opinion of this group of high-school administrators that such meetings on so broad a scale are not conducive to the best interests of the participating schools. They interpret "schools" in terms of the individual boys and girls, both the contesting pupils and those whose only role is that of onlooker, and not in terms of the institution and its faculty, who profit most and to

whom redounds most of the glory in case their representatives are successful.

It is only too true that it is a temptation to some school executives to countenance and promote national contests in the hope that their schools may be fortunate enough to win national recognition. The prestige attained by such recognition is accorded the school—not the individual pupils who were the vital factors in securing it. Not only the school authorities, but the school community, sometimes the entire town or city in which the winning school is located, revels in the reflected splendor of the school's achievement.

It is perfectly right and proper that a community take pride in its high school, but it is not commendable if the advantage of the many is sacrificed to secure the triumph of the few, with the resultant fleeting honor to the supervisors of the school and to the community. Pride should be based on something more substantial than the victory of one member or of a few members of a school in winning the honors in some extracurricular activity over many contestants representing a nation-wide stretch of territory.

Victory may have been won because of the outstanding talent of the representative of the school, or because the participant had been in a position all his life to enjoy unusual advantages, or because undue time and effort were expended in the preparation of the entrant to the neglect of his schoolmates, who were entitled to a proportionate share in the services rendered by the faculty and paid for with tax money. Is this sufficient cause for the boundless enthusiasm often exhibited over such a vic-

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EDITOR'S NOTE: *The author points out a number of reasons why high-school pupils should not engage in cross-country treks to such national contests as the National High-School Music Contest, and to such national-association conventions as that of the National Scholastic Press Association. The point of view expressed in this article is that of the National Association of Secondary-School Principals. Mrs. Brogue is a member of the staff of that organization.*

tory, and for the continuance of national contests?

Surely no school would claim credit to itself because a young genius happened to be enrolled among its members, or because some of its patrons had been able to surround their children with favoring circumstances and provide them with special training in the particular activity in which the school was striving to excel. Neither should it claim superiority as an institution because it elected to slight the rank and file of its pupils in order to give more time and attention to the chosen ones by whom it hoped to win fresh laurels and renown.

High-school national contests are, for the most part, held to determine superiority in some extracurricular activity. (The Latin contests sponsored by the University Classical League in the state of Illinois furnish a refreshing exception, but these contests are confined within the boundaries of the state. Competitions of high-school commercial departments usually cover less than state-wide territory.) Likewise national conferences and conventions deal with the extracurriculum.

Important as the extracurriculum is—and more and more school authorities are beginning to recognize how vastly important it is to the extent that one by one the constituents of the extracurriculum are being absorbed by the changing curriculum—it is the prescribed course of study upon which the school depends for its existence. It is a questionable practice habitually to disrupt the curriculum for the sake of the extracurriculum.

In preparing for major contests, it has been observed, not only does the daily program suffer, but the basic curriculum and all except the chosen activity of the extracurriculum suffers. Broad general education is preached by the educational experts, but in the schools which are bending their energies to win national contests, it is not practiced. Contestants are generally prohibited from taking part in other extracurriculum

activities, and in some instances they are not only permitted but encouraged to get by with the minimum requirements of their curriculum studies. All the energies of a contestant must be concentrated on the contest activity.

Another aspect of national contests and conferences often given but scant consideration by the school administration is the view held by many parents of high-school contestants. It is with extreme reluctance that many parents allow their children to enter contests requiring them to take long trips by railway or bus. They do not wish to stand in the way of their children's success or to make them conspicuous in the eyes of their schoolmates and teachers, and they do not consider it politic to interfere with any program mapped out by the school. But they do not consider it wise for boys and girls of high-school age to travel as far as is often necessary to participate in national events. Indeed, such procedure more frequently than not is the cause of much worry and perturbation on the part of numberless parents.

There are two outstanding reasons for this hesitancy on the part of parents: No matter how many competent chaperons are provided, the chaperonage is never entirely adequate; and, regardless of whether expenses of all contestants are drawn from a fund provided for that purpose, additional expense over that required by the ordinary routine of school attendance is incurred by each individual personally. A great many parents can ill afford to send their children on transcontinental expeditions, not even with the activities' fund bearing the brunt of the necessary expenses.

On the other hand, a great many parents concur in the opinion of school executives who favor national meetings. These believe that long-distance trips and the experience of being away from home for a considerable period in order to participate in the thrill and turmoil of an assembly of national magnitude, offset the disadvantages.

However, many thoughtful school men are coming to the conclusion that the excitement and strain of large contests is not a good thing for high-school pupils, and they agree with the group of parents who insist that these experiences would better be deferred until the pupils have attained a more mature age.

The National High-School Music Contest affords concrete illustrations of practically all the weaknesses which have caused it and like enterprises to lose favor with many school administrators. It is a well-known fact that high schools which year after year have won superior ratings in the national competitions of group musicians have done so at the expense of other departments of their schools, not excluding the curriculum. Stimulated by minor successes in district or state contests, the board of education has granted an unfair appropriation of school funds for the purchase of musical equipment and to pay high salaries to directors who have won reputations for leading musical organizations to victory.

For example, one high school in order to secure the number of double basses it desired for its orchestra was permitted to use funds which should have gone for the purchase of supplies for the Art Department—regular curriculum necessities. This orchestra had been able to place first in the state contest with the number of double basses then available, but did not wish to risk national competition without additional instruments.

Practically all of the individual players in bands and orchestras have had long periods of training under private tutors. For the most part the school may rightfully take credit only for the direction of skilled performers. Directors have been known to keep their musicians working an entire year on the three numbers selected for contest performance, depending upon the training received privately by individual players to serve them in the sight-reading tests. With solo performers success attends those with

the greatest degree of native talent coupled with training by the most excellent private teachers. The only part played by the school is to give opportunity for these soloists to meet competitors.

Railway and bus companies usually grant reduced rates for the transportation of large groups of musicians, but in most cases this reduced fare must be paid by the parents of the individual contestants. It is customary for the high schools of the host city to provide lodging, and perhaps breakfasts, but the expense of all other meals is borne by the parents. When the contest is held in a distant state the outlay on the part of both parents and school is entirely too great for the value received.

The ego of both the faculty and the pupil musicians could be satisfied in district, or at most, state contests, if there were no higher contest in which they could hope to make still greater conquests. Thus a vast amount of time and expense could be saved and the pupils spared unprofitable repetitious effort.

The secondary-school principals appreciate the fact that it is largely due to the stress placed upon music in the high school, the organization of bands, orchestras, string groups, and glee clubs, that communities have become music conscious and that parents have provided their children with private instruction on instruments, skill in playing which would fit them for group performance. This consciousness on the part of parents of small children has been a boon to private music instructors at a time when piano playing had fallen into the discard. Preparation of children for participation in the high-school music organizations usually begins when the child starts to school and continues as he progresses through the grades. The effect as revealed by the improved musical appreciation of a community is often quite apparent.

This is entirely beneficial and meets with the complete approval of the organized administrators. It is a question, however,

whether even local or district music contests are needed to stimulate interest on the part of the performers. There is so much rivalry in securing membership in the various organizations, and in attaining higher positions within the organization once members have been selected, that the time and expense of all outside competitions could well be dispensed with.

Certainly a national music contest is a superfluity insofar as high-school pupils are concerned. One must believe that the ultimate progression in the series of music contests was devised solely for the benefit of music teachers and directors, and indirectly for the community at large, including various commercial interests.

The National Scholastic Press Association is another strong organization not under the control of the organized school administrators, which holds annual conferences lasting three or four days. To attend the latest meeting of this Association, pupils, unaccompanied, traveled two-thirds of the distance across the continent and consumed more than a week in absence from their legitimate studies. The value received from being present at the conference could not possibly have been commensurate with the expense and the time involved.

Of course, if high-school pupils seek a pleasure trip, that is a matter for the parents to arrange and finance; but it should be taken during the vacation periods. It is noteworthy that at these large conventions an immoderate amount of time is devoted to social activities and sight-seeing. These things are all very well and desirable for high-school youth, but why should they be provided for selected delegates, largely at public expense or at least from activities' budgets, when the real benefits could be derived from local, or at most, state meetings for the entire group?

It isn't necessary for high-school pupils to travel across the continent to dance, neither is it necessary to go far afield in order to receive information and suggestions in some

particular activity. These benefits may be brought to them in the home locality much more expeditiously.

At one time the National Association of Secondary-School Principals essayed to sponsor the National Association of Student Officers, but because of the opposition of the professional group to the necessity of high-school pupils attending national conventions as delegates, it soon abandoned the sponsorship. The programs of the nine or ten national conventions of this group of young people have been of excellent quality and the management above reproach, but all the advantages of the national meeting could be offered in local meetings if under the control of the organized school administrators in each state.

At the present time the Committee on Pupil Activities is considering ways and means of fulfilling the requirements of the student council by means of a national organization without the national convention. The National Association of Secondary-School Principals believes it would be possible to accomplish this through the State Associations of Secondary-School Principals and under their supervision, with the national office acting as a clearing house.

The National Thespian Society, Quill and Scroll, and the National Honor Society are examples of national organizations which render abundant service to high-school pupils and from which all benefits are derived without resorting to national conventions. Forensics, declamatory and oratorical contests, and the like have never been instituted along national lines for high-school pupils. The zeal for these activities seems, in great measure, to have abated in recent years throughout the entire country, but when their popularity was at its peak their accomplishment was not restricted because of the lack of national meets.

The brief held by the National Association of Secondary-School Principals against national and sectional meetings for high-

school pupils does not apply to local conferences and contests. There can be no doubt that the inspiration received from meeting with others having like interests, the interchange of ideas and devices, the discussion of mutual problems, the competition between neighboring groups, infuses a zest and enthusiasm in the participants that is of incalculable value to the individuals and to their schools. Recognizing the importance of this influence, some schools send all the members of an organization, instead of three or four delegates, to the convention of the local association. Ordinarily this can be managed without great difficulty or expense, and the practice would be more general were it not for the necessity of stretching the budget to cover the cost of sending delegates to more remote meetings.

It would be well for principals to organize local conferences rather than let the larger organizations flourish, and it is advisable that these local conferences and contests be organized with the cooperation and under the supervision of the State Association of Secondary-School Principals.

Aside from the accessibility of the local conference and its competence in ministering to the needs of an analogous group, the fact that it is not likely to attract commer-

cial interests is a strong recommendation for its sole use in dealing with high-school pupils. It cannot be denied that the commercialization of the large convention oftentimes has lessened its educational value.

In conclusion I shall quote from the *Student-Council Handbook*<sup>1</sup>, issued as a Bulletin of the National Association of Secondary-School Principals.

Too frequently state or national organizations for various extra-curriculum activities, except for athletic contests, are not controlled by the responsible school administrators. Even though the persons in charge are well meaning and often are competent, anyone cognizant with the haphazard conditions under which state and national conferences or contests in nonathletic extra-curriculum activities are conducted will heartily support their incorporation into the activities sponsored by the school administrators. That they are not now controlled by the professional group is an indication that other groups than the administrators have seen the educational possibilities of such contests or meetings. It is not, however, beyond the realm of possibility that aggressive persons have called meetings or arranged extra-curriculum contests on a state-wide or national basis to enhance personal prestige. It is hoped that the state and national organizations of principals will soon assume their duties in controlling all extra-curriculum activities as they now control athletics.

<sup>1</sup> Brogue, Ellen Boothroyd, and Jacobson, Paul B., *Student-Council Handbook*. Bulletin of National Association of Secondary-School Principals, Vol. 24, No. 89, March 1940, Chicago, Ill.



## \* \* MOTHER GOOSE SCHOOL LAW \* \*

By EFFA E. PRESTON, JZ, JJZ, JzZ

Jack and Jill went up the hill  
Upon a Science journey.  
Jack fell down and broke his crown  
And Ma called her attorney.

Boards can't be sued, being imbued  
With powers great and godlike,  
But teachers can, which, man to man,  
Appears a little odd-like.

The lawyer proved that it behooved  
A teacher to be cautious.  
He garnisheed her pay—indeed  
He acted slightly nauseous.

If pupils go and stub a toe  
Beware of messes gory.  
'Twere best to skip the whole darned trip;  
Take warning by this story.

# "ANYBODY CAN TEACH"

A complete encyclopedia in 2 pages, including  
corner cutting and the fine art of getting by

By MERRILL E. BUSH

**A**NYBODY can teach. You need no special training to divide the number of pages in a textbook by the number of times the class meets in a year and thus obtain an assignment. No elaborate nor tiresome courses in "methods" are required before you can conduct a recitation. All you need is to keep a textbook open in front of you, ask the pupils what the book says, and compare their answers with the text.

Some teachers are very conscientious and put a "7" or an "8" or possibly a "10" in their classbook, to show how closely Johnny's recitation agrees with the text. But this is either a fad or a frill and is not essential. If you want recitation grades, just reflect upon whether Johnny or Mary or Bob or Sue impresses you as a promising boy or girl. If so, you record a high grade. If the pupil is an obnoxious little brat, he richly deserves a very low grade. If a pupil fails to impress you at all, he is probably worthy of a "7", or a "C", as an "average" sort of person.

From time to time you must give a test. Many books have been written, describing innumerable kinds of tests, but really testing is very simple. The easiest test to cor-

rect is an "objective" test. To make an objective test you copy phrases or sentences out of the book. Sometimes you copy a sentence verbatim. This gives you a "true" test item, and the pupil should mark it "True", "+", or "✓", according to which symbol you prefer. Sometimes you insert a "not" to make a statement false or untrue. Then the pupil should mark the item "False", or "-", or "o".

To give variety to the test, include a few "completion" items. In these, you omit a word or a phrase from a statement copied out of the text and insert a blank line to show that something has been left out. The pupil must fill in the same word or phrase that is to be found in the text; otherwise, his answer is incorrect.

There are many other types of test items. You will find them described in books on testing, so I shall not elaborate further. One hint is helpful, however. If you use exactly one hundred items on each of your tests then it is very easy to determine the grade or score.

At least twice a year—some principals like to threaten their pupils oftener—you must turn in a final grade. This grade will be sent to the home as a warning that Johnny must work harder if he is to "pass". Many elaborate and somewhat terrifying devices have been invented to determine the final grade, but most teachers use one of two very easy methods. If you like arithmetic you will choose the "average" method. If not, you will simply give each pupil the grade you know he deserves and save yourself a lot of work.

The "average" method, while more

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EDITOR'S NOTE: *The author writes, "Memories of my own some nineteen years of playing hide and seek with formal education have prompted me to write this article." Dr. Bush herewith satirizes broadly some of the teaching he has encountered. The author is a member of the faculty of Teachers College of Temple University, Philadelphia, Pennsylvania.*

trouble, is really safer because you will have a lot of marks to show the parent if it becomes necessary to prove to him that Johnny doesn't really deserve to pass. In this method you average Johnny's recitation marks and the result counts as one-third of his final grade. Then you average the quizzes and other tests given during the marking period (if you give more than one test during this time), and that result counts one-third.<sup>1</sup> Finally, you add Johnny's grade on the final examination to the two averages and divide by three. You now have his grade for that marking period.

Sometimes the result is not satisfactory. If Johnny has worked very hard, is usually obedient and is a likable child, you may want to raise his final grade a few points to encourage him. If he needs to be "taken down a peg", you may have to lower his final grade a few points to show him he's not as smart as he thought. This gives you a chance to exercise your initiative and also to show how excellently you can judge character.

Most of your time as a teacher will be spent writing reports. These are not to be confused with the grades which I have just described and which are sent to the home. No, these reports are some for your department head or supervisor, some for your principal, some for the superintendent, some for the state department, and some for various other files, about which you will learn in due time. Most of these reports are never read, but administrators like to feel that they have a lot of first-hand materials in their files.

Two facts should be remembered about reports: first, it is well to have wide margins and to use double spacing, since reports are judged primarily on the basis of the number of pages they contain.<sup>2</sup> The second fact is that most schoolmen today have been trained on the value of statis-

tics. Be sure, therefore, that your reports contain a great many numbers. If your figures can be arranged in the form of charts, diagrams and graphs, so much the better. Remember that your reports will seldom be read, and that a great many figures scattered liberally through the pages will make an excellent first impression.

This is about all there is to teaching—except, of course, that you will be expected to keep records of attendance and of tardiness, and to maintain discipline. The taking of attendance and the recording of lateness can safely be turned over to one of your pupils, if you are "progressive", provided you are careful to warn this pupil of what horrible things may happen to him if he forgets, or plays favorites. The discipline you will have to take care of yourself.

All the textbooks agree that discipline is no problem *if you keep your pupils busy*. It is wise, therefore, to have a large supply of busy-work on hand in case you finish covering the material assigned in the text before the end of the period.

One teacher I know dictates questions to be answered from the text at the beginning of each period. She then lets the pupils write out the answers, copying from their books. The last part of the period she spends reading suitable answers out of the text, while each pupil corrects his neighbor's paper. She does this every day. I imagine she is one of those moderns who do not believe in homework, since she never assigns any. This seems to me an eminently easy way of teaching, once you have a list of questions, for you can use the same questions year after year, as she does.

As you will now agree, anybody can teach if he reads this handy treatise and follows directions.

<sup>1</sup> Some teachers grade homework and then average these grades before calculating the final grade. This seems rather silly since most pupils don't do their own homework anyway.

<sup>2</sup> It may be that some of your administrators are cranks on "conciseness", which means brevity. If so, you can safely hand in a three- or four-page report for their files. Usually these administrators are people whose file drawers are already overcrowded.

# "If You Can Walk (*A social dance plan for pupils*) —YOU CAN DANCE!"

By

DRAYTON E. MARSH

EVERY YEAR high-school principals and teacher sponsors of pupil activities hope and pray that the class parties and the all-high-school dances will be a success. The uncertainty of promoting successfully this type of student activity is due to the fact that the teen-age pupil has reached that time in life when he exhibits all degrees of social poise and confidence from extreme bashfulness and shyness to uncontrolled forwardness and brashness. With so many varying levels of social development among the pupils, a teacher never knows whether the class dance, junior prom, or senior ball will be an utter "flop" or a "howling" success.

In the Bothell Senior High School we discovered a method by which the success

of this type of activity is practically assured. To understand the success of this discovery, one should know how the discovery was made.

How to promote a successful All-Hi Mixer was one of the problems that came before the newly organized student council during the opening two weeks of school last year. Several of the upper-class members of the council frankly stated that they wanted a mixer but that it wouldn't be a success because only a few of the pupils knew how to dance. At the principal's suggestion, the council voted to postpone action on this school dance until the principal had dug out some of the facts about the pupils' attitudes toward dancing.

Through brief surveys made during class meetings, it was discovered that of the 112 members in the sophomore class seven boys and thirty girls knew how to dance but that nearly everyone wished to learn how. Of the ninety-seven members in the junior class practically all of the girls had learned something about the ballroom art, but only fifteen boys would say that they had acquired any degree of proficiency. As might be expected, the sophisticated seniors were more experienced, but there were twelve or fourteen boys in this class of eighty-five members who wanted to learn, and many of the others felt they should have additional instruction.

In this hurried survey of 312 pupils, only five or six pupils in the school stated that parental objection would not permit them to take part in dancing classes. These pupils were given the opportunity to state their views privately to the principal or one

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EDITOR'S NOTE: *The author reports that this simple but practical method of teaching high-school pupils how to dance is very successful. There is an idea back of it: "It is my firm belief that, in addition to disseminating information about sex through science, sociology, physical education and other subjects, high-school teachers and administrators can supplement and reinforce this type of instruction by teaching this subject indirectly. By providing activities in which boys and girls can meet the members of the opposite sex in a normal way, a wholesome relationship can be established. Our dance program is an excellent type of sex education, because it has produced a fine spirit of friendliness and respect between the 300 boys and girls of our school." Mr. Marsh is principal of the Senior High School, Bothell, Washington.*

of the physical-education teachers. We were then ready to begin.

Each class was asked if it would cooperate if plans were made to give simple dancing instruction during regular school time. An almost unanimous show of hands went up for each class.

The student council took the matter up again and decided that in view of the facts presented the wisest course would be to postpone the All-Hi Mixer and have a series of class parties, each two weeks apart, with time taken from classes during the two weeks preceding the date of each party to teach the members of that class to dance; and to have a big All-Hi Mixer after all the class parties were over.

Not having any professional dancing instructors on the faculty, the principal and the two physical-education teachers made plans to serve as the instructors for this experiment.

Their procedure was simple. First, the sophomore boys were asked to meet in the gymnasium and to wear smooth leather-soled shoes or regular gym shoes. The principal gave a short humorous talk giving reasons for learning how to dance and emphasizing that "if a person could walk, he could learn to dance."

Using a loud speaker with a phonograph attachment and records for music, the principal demonstrated how to walk and turn and keep in step with the music and still just move each foot forward, one after the other. Then with the girls' physical-education teacher as a partner, the principal demonstrated the same steps, again emphasizing that the important thing in learning how to dance was to get started, and if a boy could walk, he could start to dance and from that simple beginning he would soon learn several variations of the modern dance steps.

After giving the boys a few tips on how to ask a girl for a dance, how to hold his partner, and how to thank her for the dance and return her to her seat, the group lined

up on the floor without partners, and proceeded to practice walking and turning and keeping in step to the music. The three instructors walked about the floor noting the progress of each of the boys, encouraging some, walking arm-in-arm with others to give instructions, and continually urging the boys to keep step with the music. This first lesson took fifty minutes.

The next day the sophomore girls were given a similar lesson and their part in the dancing partnership was explained. By demonstration they were shown what the boys had learned. They also practiced walking, turning, and keeping step to the music.

On the third day both the boys and the girls were assembled to begin practice dancing together. To get everyone in an earnest and purposeful frame of mind, the principal gave a short talk about being courteous, helping each other, and dancing willingly with whoever was drawn for a partner, and ended with an explanation as to how the instructors would proceed with the dancing lesson.

The boys formed one line and the girls another, the music was started, and the two lines marched around the gym. As they came together, each boy took the girl that happened to be in line as his turn came, and all tried to follow the instructions given on the preceding days. The same partners did not dance together more than six or seven minutes at a time, for at the end of every dance the boys and girls were lined up again for new partners.

Most of the boys were still too bashful and embarrassed about their inability to dance to select partners, so the principal taught the group how to do parts of the circle two-step. By using this method it was easier to have a change of partners often. The principal could stand in the middle of the floor and encourage the pupils to lose the stiff reserve that possessed so many.

Following this practice, a class meeting was held, plans were made for the sophomore class party, and committees were ap-

pointed. A real interest was aroused in the coming party.

During the week of the party, two fifty-minute periods for dancing practice were held, similar to the one used for the first practice that the boys and girls had together. By this time boys were willing to choose their own partners occasionally, they were beginning to develop their own styles of dancing, some with help from the girls, and both the boys and the girls were looking forward to their first high-school class party.

With 100 of the 112 sophomores present, the first class party of the year was a grand success. Most of the pupils danced every dance and admitted that they were tired when the party closed at 11:00 P.M.

The same teaching procedure was followed for the junior and senior classes, and their class parties were also very successful. Although a charge of fifteen cents a person or twenty-five cents a couple was made to defray expenses for the All-Hi Mixer, over

200 of the 312 members of the student body attended. Every all-school dance went over in a big way, financially and otherwise.

Pupils and teachers alike agreed that this extracurricular project had produced satisfying and tangible results for the pupils of the Bothell High School. The pupils and the sponsors had discovered their needs and had developed their plans cooperatively. At least two-thirds of the pupils had learned something about an excellent form of social recreation—dancing. This project had been the means of giving many pupils another successful experience, thereby helping them to acquire a greater degree of poise and confidence. The morale of the student body had been strengthened. The danger of having cliques in the school had entirely passed. The teaching of dancing had thrown the pupils together. They had learned to know each other and had found out that these boys and girls with whom they only spoke casually were really nice people.

Simple. "If you can walk, you can dance."



## Recently They Said:

### *Plastic Report Cards*

Report cards must be constantly changing devices, not static instruments, in order that they may apprise parents of the educational growth being emphasized by the teachers during the period covered by the report. If there are changes in philosophies of education, in objectives, and methods, those changes must be reflected in the report cards.—ROBERT G. PETERSON in *Wisconsin Journal of Education*.

### *Tip to Music Teachers*

At the present time, with the press and the public in general talking about reciprocal trade treaties and reciprocal agreements, it might be well to think of a reciprocal friendship between music educators and the communities in which they work. . . .

It is only natural that music educators would think first of the music circles of the community, but there should be a wider friendship, one which will have sufficient breadth to include all interests and activities of the community. A well-known and greatly beloved music educator in a middle-western

city passed away recently and, because of his love for the people and his interest in the welfare of the city, an editorial writer on one of the local papers referred to him as "The City's First Citizen". Such a eulogy is not earned by working only at one's job, but by giving oneself freely and willingly to all worthy projects sponsored by the community. The Biblical injunction, "It is more blessed to give than to receive", when applied to community relationships will insure a friendship of great value.—GRACE V. WILSON in *Music Educators Journal*.

### *Dangerous to Teach*

Finally, will the public forgive us for teaching them—or themselves for being taught? For they hired us to teach. The pupil usually respects the teacher, but often with a touch of "frostiness" conditioning that respect. People do not like to be told. It is always more dangerous to teach than to learn. But some alleviation should come from the newer methods of teaching. In our best schools today the teachers do less "telling" and the pupils more "discovering"—and an explorer is almost always happy.—WILMER K. TRAUGER in *New York State Education*.

# SCHOOL NEWS DIGEST

Edited by THE STAFF

**COMICS:** We arrive breathlessly with news of the comic-strip preferences of 115 boys and 141 girls, 9 to 17 years old, as reported by George E. Hill and M. Estelle Trent before a session of the American Educational Research Association. Top six preferences of boys, in the order named: Smilin' Jack, Flash Gordon, Dick Tracy, Popeye, Tarzan, Mickey Mouse. Ditto for the girls: Snow White, Smilin' Jack, Flash Gordon, Dick Tracy, Blondie, Toots and Casper. Conclusion of Hill and Trent is that children like comics that aren't comic. Adventure, excitement, action, rate above humor.

**SALARIES:** Figures on salaries of public employes in Oklahoma City, as released by the city auditor: Average for principals and teachers, \$133.62 a month; average for firemen, \$147.58; policemen, \$148.65; dog pound employes, \$115.40. The salaries of school people are thus seen to fit in neatly between those of firemen and dog catchers.

**TREASON:** Executives and editors of the American Legion and its magazine have been sweating out letters of retraction and apology to educational publishers whose textbooks and magazines for social-studies classes were carelessly and recklessly branded as objectionable in an article entitled "Treason in the Textbooks" in the September issue of *American Legion Magazine*. The article was by O. K. Armstrong, a member of the Legion's Foreign Relations Committee. The list of "objectionable" current-events and social-studies magazines for pupils contained at least six publications—and letters of retraction have been written by Legion executives and editors in the case of each of the six. Also in a list of the damned were 21 school textbooks. Retractions have been written to at least one publisher about the listing of his textbook. Explanations in the Legion's many letters of apology hinged around the phrases "due to an error", "inadvertently", and "the result of a misunderstanding".

**PEACE-WAR:** The peace education program which has been an emphatic feature in New York City schools for some years is being altered and revised, if not put away in the closet. This year emphasis is on defense. The pupils couldn't reconcile continued teaching of the futility, bloodshed, economic waste, and insanity of war, while being taught also the necessary facts about the importance of national defense, the principles of the draft, etc. Pupils will have the problem simplified for them by being

taught that a strong nation, well armed and able to defend itself, may be in a position to keep out of war.

**BLACK & YELLOW:** "Only white males of good character shall be eligible to membership in this fraternity," states the constitution of Phi Delta Kappa, honorary educational fraternity. Recently suspended from the fraternity was Sigma Chapter at Ohio State University, one of the largest branches, with a membership of 1,042. Renegade Sigma Chapter had elected to membership Dai Ho Chun and George A. Wright, males of good character, but Chinese and Negro, respectively. For years, reports the *Phi Delta Kappan*, a minority in the fraternity had campaigned for elimination of the "white clause" as undemocratic and unfair, and many a discussion had waxed. As early as May 1940, the fraternity knew of Sigma Chapter's projected step. Two national officers had visited the chapter to "discuss the whole issue, and its implications". Today both Sigma Chapter and parent Phi Delta Kappa stand by their guns, and the fraternity is out 1,042 members.

**RELIGION:** Let's see—first there were 3 R's, and then Radio got promoted as R. No. 4. In New York State the legislature has voted a fifth R into the curriculum—Religion. Children in public schools are to be given one hour off each week for religious instruction supervised by ministers of their faiths. The plan was adopted by the New York City Board of Education by a vote of 6 to 1, "over vigorous vocal protests of representatives from nearly all major liberal organizations in New York, including Dr. John Dewey," according to *PM*. A few Protestant, Catholic, and Jewish centers will be set up to test practicability of the plan.

**REGIONAL:** Eighth-grade pupils in Pacific Northwest schools from Reno to Nome are studying state history this year with the aid of the *Junior Historical Journal*, which is devoted to Northwest history, and is published specifically for the state history courses in that region, four times during the school year. The four numbers for the year are: Prehistoric, Fur-Hunter, Covered-Wagon, and Geographic.

**JUNIOR DEFENSE:** "The Junior High School and Total Defense" is the theme of the 17th annual Junior-High-School Conference of New York University, to be held March 14 and 15, 1941. Numerous panel sessions are planned.

(Continued on page 256)

## ➤ EDITORIAL ➤

# Why Shouldn't We Take Ourselves Darned Seriously?

WOODRUFF's editorial in the September CLEARING HOUSE is arresting. It fits into a mood that is frequently common to us all. And if the hypothesis of evolutionary democracy were unconditionally accepted, this abandonment of deep social responsibility might possibly be justified.

Today the democratic hypothesis and its underlying assumptions are dangerously challenged at home and abroad. These challenges are symptoms. They express the faith of dominating men that the nation or corporation or other institution that is most remorselessly and effectively organized in hierarchic form can control its world. Science serves the ends of will; economics is subordinated to power.

Authoritarian societies and institutions within a democratically oriented world have been tolerated as evidences either of backwardness or of atavism, not too serious sores on the body politic. This toleration has seemed justified because God or evolution or good luck or foresight had made the British Empire, France, and America rich in human and material resources and the common man numerous and insistent in maintaining and extending his rights. Authoritarians, international and domestic, might swagger and abuse such toleration but they could always be compelled to capitulate.

Generally we have ignored the evidence that powerful authoritarian organizations within democratic societies have been half-consciously undermining our own faith in equalitarianism and fraternity. Amalgamated commerce and industry, political machines, and criminal gangs are hierar-

chic in form and clever and secret in procedures. By their glorification and exploitation of the slogans of individualism they have so shaped our American mythology that the welfare of the individual himself has at times been almost ignored.

Meantime the public schools, "the safeguards of democracy", through which youths and adults might grow in good will, skepticism, vigilance, and effective intelligence—what of them? Have their teachers and their spokesmen really taken themselves too seriously? Or have they been content to hide behind the myth that the public should tax itself to support schools because "education" has social value?

Do we not forget—those of us who are irritated by colleagues who "have looked upon themselves as mentors of all society"—that Horace Mann and his fellow-advocates persuaded the American people to make school support mandatory on the grounds that crime, poverty, and degradation would be minimized thereby? What do those of us who do not like to take ourselves so darned seriously propose as alternatives to seriousness?

Is not the avoidance of seriousness mere escapism into adolescent behaviors? That the schools are failing to fulfil Mann's prophecy is subconsciously recognized by us all. But tush! tush! That's no way to talk to the public whose support we demand. So we unload our shortcomings on scapegoats—"politicians", radicals, cynics, parents, movies—on most anybody and anything that comes to mind. We develop martyr complexes; children won't study their Latin lessons; they are more interested

in movie actresses than in geometry theorems. Hence, we maintain, the school is unable to do what it has never persistently attempted to accomplish—help youths to grow in good will, skepticism, vigilance, and effective intelligence.

"Today's turmoil in Europe and Asia, and tomorrow's troubles in the Western Hemisphere, will be alike in one particular—no pedagogue will weigh an ounce in the scale of change." Woodruff is too

pessimistic. A century of literacy and school associations cannot have been altogether in vain.

Granted, however, that we don't count for much—what then? Shall we drink and be merry today for tomorrow we die? For the love of Mike, let's be jolly! Won't the academic straight-jacket feel fine! And isn't fascist terror just too screamingly funny!

But why ask the public to support our inanities?  
P. W. L. C.

## Teachers in a Tough Spot

UNDOUBTEDLY pressures on teachers are getting stronger and stronger as the international situation gets more and more trying. Teachers never have felt very secure, especially when dealing with controversial issues. But that was not so difficult when teachers could tell readily just what the controversial questions were in any given community, and thus play safe by keeping off these teaching topics. However, today it seems that any question is likely to become controversial. One man's patriotism is another man's poison.

Who would think that any patriotic body might object to the teaching of the conventional facts of the American Revolution? After all, the colonists must have had some provocation to fight. But now it turns out that anyone who teaches that the colonists were driven to fight for their liberties is really subversive. Any word today about

the English attitude of that time may be "pro-German"!

We are in a difficult spot these days, but there has not been a time in our day and generation when it was as necessary as now for us to stand firm in our determination to give to the pupils under our care the best possible chance to understand the complex *milieu* in which they find themselves. By attempting to avoid all issues to which some super-patriot may object we are most likely to find that we have offended in another direction.

It is to be hoped that administrative and supervisory officers will give all possible support to conscientious and capable teachers who are called to account by the self-appointed critics of our patriotism. The schools should welcome wholesome criticism—puny sniping we deplore.

F. E. L.



## Teacher's Curriculum Task

The role of the teacher in supervision is to evolve the curriculum in the classroom. Upon her growth and development depend the progress of curriculum development, which is at the heart of all improvement of instruction. She must participate in formulating plans and policies but her participation must grow out of insight into the problems of education. Means for her participation must be provided by a supervisory program that offers opportunity for action based on group discussion and decision in

which teachers and supervisors are mutually concerned. Evaluation becomes an integral part of the effort to act on decisions so arrived at. The best supervisor becomes the person who can provide the most desirable opportunities for teacher participation in the total program of curriculum development, and her success is measured in terms of the kind of curriculum being built in the minds of teachers under her direction.—DALE ZELLER in *Educational Method*.

# SCHOOL LAW REVIEW

## The Rule of Negligence

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

"Where one creates a situation which is inherently dangerous for persons who thereafter use it in the way it is intended to be used, the person from whose affirmative act the danger arises is responsible to one receiving injuries through such use." (*Clemens vs. Benzinger et al* 207 N.Y.S. 537.)

"It is not negligence to fail to provide against an accident that could not have been foreseen. After most accidents it can be seen how it could have been prevented, but that does not tend to prove that the accident should have been anticipated by the exercise of ordinary care and provision made against it. It is what should have been known before and not what everyone knows after the accident that fixes the liability of the teacher." (*Kings vs. Dawson* 192 S.W. 271.)

"Human beings in their common dealings with each other in society should be required to exercise some degree of deliberation or foresight. It would be unreasonable to require them, before doing or refraining from doing a particular act, to exhaust the field of speculation concerning every possible or conceivable consequence which might result from their conduct. One should be charged with the duty of anticipating those consequences which in the ordinary course of human experience might reasonably be expected to result therefrom, and, therefore, that he should be held legally responsible for those consequences. The rule of anticipation, of foreseeableness, is one of practical application and not of philosophical or metaphysical speculation." (*City of Dallas vs. Maxwell* 27 Atlantic Reporter, p. 927.)

"Negligence is the omission to take the care under the circumstances of the particular case that a prudent and reasonable person would take." (*Heller vs. New York, New Haven and Hartford Railroad Co.*, 265 Federal Reporter, p. 198.)

### May boards of education insure teachers?

Grave doubt is expressed as to the power of boards of education to insure teachers for actionable negligence. It is argued that the board would have no more right to provide insurance for teachers than to provide clothes or automobiles for teachers, since such expenditure of money is not for educational purposes and not permitted under the law. There

is but one case, decided in New Mexico, which permitted a board to insure teachers.

### May the legislature pass a statute to give the power to boards to insure teachers?

Doubt is also expressed as to the constitutionality of a statute permitting boards of education to insure teachers, since the provisions of the constitutions in many states seem to limit expenditures of taxes for schools to educational purposes. This question can neither be answered in the affirmative or negative until it has been tested in the courts.

### May boards of education be made liable for negligence of teachers?

Until this question is tested in the courts we cannot be sure that a statute creating such liability would be constitutional under that part of the constitution providing for education in any state.

### May the legislature relieve teachers from liability for negligence?

It does not seem possible under our constitution to relieve teachers from liability of negligence for their acts while teaching. It might be against public policy to enact such class legislation. This subject, too, would have to be tested by court action.

### Cause for Dismissal

*Tenure teachers may not be dismissed except for cause.* A teacher had taught school in a school district from 1923 to 1935. In 1935 the defendant informed the teacher that he would not be reemployed to teach during the school year 1935-1936. No cause for dismissal was alleged, in accordance with the tenure law.

The lower court found that the teacher was entitled to teach in the public schools as a permanent teacher, and gave judgment accordingly.

The board on appeal contended that the teacher should have appealed to the county superintendent and not to the court. The court, however, held that this contention was unsound because the new tenure act did not provide for an appeal to the county superintendent of schools from an order of a school board canceling a permanent teacher's contract.

# BOOK REVIEWS

ORLIE M. CLEM and JOHN CARR DUFF, *Review Editors*

*Pupil Personnel and Guidance*, by RUTH STRANG. New York: Macmillan Company, 1940, 348 pages, \$2.

Who shall guide the pupil? If, as Dr. Strang insists, "personnel work (is) the most important aspect of education," can it be superimposed by means of specialists on teachers who are hired and supervised to teach Latin, art, and physical training? Or must the school processes themselves be reconceived so as to put first things first in the training, practice, and supervision of teachers?

These are questions that seem to be seldom faced by "guidance specialists"—and then very casually. To be sure, they seek to have teachers cooperate with guidance staffs; they want teachers to be aware of and sympathetically aware of the needs and potentialities of individual pupils. And this is all to the good. But the school remains a house divided against itself, and the division tends to characterize each classroom and each teacher's professional responsibilities.

The book here reviewed is evidently prepared for students who consider guidance functions and

procedures as supplementary instruments by which children may be rescued from the scholastic juggernaut. As such it is an excellent job. But as long as the juggernaut remains potent, personnel work will seldom do more than rectify the very errors that the school itself, reenforced by family and other extra-school life, commits.

Not personnel work as a single aspect of the school's administration and processes, no matter how important "guidance" is admitted to be, but the school itself—teachers, administrator-supervisors, curriculum, activities, regimen, topology—must reconstruct itself. If physical growth and mental, emotional, and social development, personality integration, esthetic appreciation, and moral and religious values are all-important, then the school as a whole must reorient itself so that these values can be fostered.

In spots, Dr. Strang recognizes that teachers might be effective personnel workers. But she is so conscious of their limitations, due to defects of training and of personality, that she has only pious hope that regular classroom activities might be human-

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ized and to a degree made intelligible. She notes the opportunities for casual out-of-class contacts, of guidance in special classes for group guidance, but alas! the teacher's main job is to impart information even about occupations!

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P. W. L. C.

*Intercollegiate Debates*, edited by EGBERT ROY NICHOLS. New York: Noble and Noble, 1940, \$2.50.

This yearbook of college debating is now in its twenty-first volume. It follows the usual plan of having affirmative and negative debates selected from many topics, and a wide sampling of college debate teams.

F. E. L.

*Increasing the Power of the Federal Government*, by E. C. BUEHLER. New York: Noble and Noble, 1940, \$2.

This is volume seven of the "Annual Debater's Help Book", and is based on the N. U. E. A. annual debate topic. This series has grown to be almost indispensable to the hundreds of debate teams over the country who are preparing material on the annual debate topic. It not only outlines the major arguments, but it also contains reprints of special articles from current publications.

The debater's help book is something like the old "pony" or translation that so many generations of students have used to get their Latin marks. All in all, those ponies must have served a rather useful purpose, and now and then we discover Latin teachers who actually advise their pupils to get translations. How times change!

This debater's help book outlines all the arguments for and against increasing the power of the Federal government, and sample briefs are presented. Pupils really should read the splendid selection of reprints from current publications.

F. E. L.

*What Makes Lives*, by PORTER SARGENT. Reprinted from the 24th *Handbook of Private Schools for American Boys and Girls*. Published by the author, 11 Beacon Street, Boston, Mass., 1940. 224 pages, \$1.50.

What ought we to do with this Porter Sargent? He irritates us. Whenever we are just settling down with a degree of complacency to something approaching stability of opinion, he makes our position untenable. It is disturbing to find an inverted thumb-tack wherever one decides to sit.

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that convince us of our ignorance and of our unworthiness to hold opinions. And we are tempted to fight back at him, or to call him names—thereby advertising our feelings of inferiority.

We might suppress him—at the very least we could refuse to read his book and recommend to our colleagues that they should put it on their private *index expurgatorius*; but as “educators” we cannot do that. We might institutionalize him; make the reading of his annual reports mandatory; appoint him to officiate for liberal democracy in a role corresponding to that of Herr Goebbels for National Socialist Germany.

At least, he might so represent us “independent thinkers” in the complex of parties and prejudices that characterizes our America. Perhaps that is the task that he has set himself. If we will control our tempers by setting ourselves for inevitable frustrations, we “independent thinkers” may increase our readiness and ability to think independently.

It is not that he says many new things, exposes new “facts” or presents arguments that we have not previously read and heard, or even proposes solutions with which we might agree or take issue. Perhaps that is why he is so irritating to us. We cannot catalog and so dismiss him.

What he does do is to present in sections of two or three pages each, with clear idiom, just enough facts and comment utterly to destroy our com-

placency. If we should restate his credo, so far as it emerges from these pages, it would not disturb us: He evidently believes that schools should treat of the world that is and will be as well as was; he wants us to acquaint ourselves with the potentialities of nurture and culture, for good and for ill, and especially the dangerous role that prestige plays in a society that glorifies ambition to “succeed”; he warns us of the regimentation of our “thinking” by means of social stereotypes in days of heightened nationalistic feeling; and he incites us to skepticism regarding ourselves.

The reviewer is not recommending this work. He fears that few persons have guts enough to be helped by it. He challenges each one to read it only if he dares to look himself in the face. P. W. L. C.

*Language Arts for Modern Youth*, by MABEL V. CASSELL, E. E. OBERHOLTZER, and HERBERT B. BRUNER. New York: Charles E. Merrill Company, 1939. Book I (grade 7), 410 pages; Book II (grade 8), 425 pages; Book III (grade 9), 425 pages. \$1.20 each.

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*Caravans to the Northwest*, by JOHN BLANCHARD. Boston: Houghton Mifflin Company, 1940. 123 pages, \$1.24.

The Northwest Regional Council of Portland sponsored this study of the problems of that region. It describes the people who came to that region, why

they came, their character and resources, their experiences in the Northwest, the problems they raised, and some of the possible solutions for these problems. It dramatizes and makes specific, problems affecting the United States as a whole. The book is well written and well illustrated and should be a valuable source of material for the study of economic and social problems. It is to be hoped that similar studies will be made of other regions which have been influenced by recent migration movements.

J. C. A.

*Biology in the Making*, by EMILY EVELETH SNYDER. New York: McGraw-Hill Book Co., 1940. xii + 539 pages, \$2.80, illustrated.

The author treats biology from the historical approach and develops the great characters of this science in the same careful manner that he uses in revealing their discoveries. The material is carefully systematized in definite units, but the chronological order prevails. The field is covered from the systems of classification of Aristotle and Linnaeus to such modern explorers as Beebe, Andrews, Byrd, and Lindbergh.

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*Within Our Gates*, by MARY B. MCLILLAN and ALBERT V. DE BONIS. New York: Harper and Brothers, 1940. 304 pages, \$1.28.

This volume should be required reading for all would-be fifth-column haters and for those who believe that aliens have no place in American life. It is a volume of stories, essays, and sketches written by and about the regional groups which have made such significant contributions to American life. They contribute further to intercultural understanding and to a finer appreciation of the meaning of American democracy. It may be used in the English class and in history and problems courses. The bibliographies directing pupils to other stories and references on the various regional groups are valuable contributions to the teacher.

J. C. A.

*Problems and Values of Today*, by EUGENE HILTON. Boston: Little, Brown and Company, 1940. 742 pages, \$1.96.

Dr. Hilton certainly deserved the *Atlantic Monthly* prize which was awarded to him in 1938 for his two-

volume work, *Problems and Values of Today*. It is a well-written, well-organized textbook for the modern problems course which has a significant new approach.

The purpose of the material is to stimulate study, discussion, and the drawing of generalizations, rather than to set out an encyclopedia to be re-cited. Because of the general demand, Little, Brown and Company has issued a one-volume edition which selects units from both of the original volumes. The one-volume edition contains all the virtues of the two-volume set except one: It does not provide the wealth of material which the alert teacher needs. It would be helpful, however, in providing the need for a one-semester course at a lower per-pupil cost.

J. C. A.

*One Hundredth Annual Report*, Newton, Massachusetts, Public Schools, 1939. Julius E. Warren, Superintendent of Schools.

In this interesting booklet, Superintendent Warren quotes paragraphs from the Report of 1847-48, registering private claims for teacher appointments, inadequacies of physical equipment, the character of loafing places frequented by youths, and inadequate financial support for the schools. How perennial these complaints are. The rest of the report consists of an analysis of school costs from 1929-30 to 1938-39, an explanation of interesting activities and evidences of progress, and the usual statistics clearly presented for the intelligent citizens of Newton.

P. W. L. C.

*The Library as a School Function and Activity: A Study of Emerging Library Practices in Secondary Schools of New Jersey*, edited by LEON MONES. Trenton: New Jersey Secondary School Teachers Association, 1940, 87 pages.

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must be within the world of his experience and interest.

There should be, moreover, a conscious effort through the selection of problems to correlate the work in mathematics with other courses of the curriculum.—Condensed from *Report of the National Committee on Mathematical Requirements*.

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One of the greatest weaknesses of the traditional courses is the fact that both the interests and the capacities of pupils have received insufficient consideration and study. The demand for "practical" problems should be met in so far as the maturity and previous experience of the pupil will permit. But above all, the problems must be "real" to the pupil, must connect with his ordinary thought, and

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Social-economic mathematics problems must be interesting. They must bear on the pupil's experiences in the shop or kitchen, on the playground or elsewhere. They must be of a variety that will lead the pupil to reflect, and to investigate, and to feel that he himself is concerned in the social and economic environment of which he is the center, and further that the problems that are presented to him come out of a living world in which he is to take his place.—Condensed from *New York State Syllabus*.

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## SCHOOL NEWS DIGEST

(Continued from page 244)

**CONSUMER:** "Consumer Class Plans" is a new aid for teachers offered by Consumers Union, 17 Union Square West, New York. Each topic, designed for one or two class periods, is on a separate sheet. The October set contains three discussion outlines on owning and operating a car, and two demonstration outlines on buying and using ammonia. Samples are offered free upon request.

**TRIPPER:** Mathematics is the chief stumbling block of pupils in the high schools of New York City, according to a recent report of the Superintendent of Schools. More than 19% of the pupils in that department failed in their courses in 1938-39. That, in spite of the fact that better guidance and modified courses have cut the per cent of failures in mathematics courses during the past 10 years. In 1929, the failure rate was 24%. First-term algebra and first-term plane geometry are still the chief bogies, and more than 24% of the pupils who took them in 1938-39 failed. In all subjects in all of the city's high schools last year, failures amounted to 10.9%. Oddly enough, everybody who took Greek passed.

**DEFENSE:** By June 1941 about 700,000 youths and adults will have been in training for defense work by vocational schools, rural schools, high schools and colleges, announces Dr. John W. Studebaker, U. S. Commissioner of Education. Many schools will be operated 24 hours a day. Congressional appropriation for the work is \$60,500,000. The program will prepare about 500,000 workers by June 1, 1941.

**DEFENSE:** All-night instruction is planned for national defense classes in Central High School, Oklahoma City, vocational director H. F. Rusch announced in *The Oklahoma Teacher*.

**SHELTER:** The U. S. Housing Authority of the Federal Works Agency, Washington, D.C., is acting as a clearing house for information on educational aspects of housing—articles, pamphlets, bibliographies, lists of films, etc. Teachers may obtain information and materials on housing by writing to the above address.

**MOVIES:** There are more than 100 companies distributing educational films of a commercial or industrial nature, reports Film Information Service, of Baltimore, Md.

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